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FROM

Pres. C. W. Eliot

THE
PUBLIC SCHOOLS
AND THE
UNIVERSITIES,
THEIR STUDIES, EXAMINATIONS, AND
EXPENDITURE.

WITH
EXTRACTS FROM THE REPORTS OF THE ROYAL
COMMISSIONERS AND THE MOST RECENT
ACADEMIC STATUTES.
AND
TABULATED CHARTS
ILLUSTRATIVE OF THE PRESENT STATE OF SCHOOL AND COLLEGE
EDUCATION.

By JOHN WILLIAMS, B.D.,
RECTOR OF WIGGINTON, OXON.; AND LATE FELLOW AND TUTOR OF
JESUS COLLEGE, OXFORD.

RIVINGTONS, } LONDON AND OXFORD:
PARKER, }
WALLIS, CAMBRIDGE.

1864.

Edms 3818.64

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101



Pres. C. W. Eliot

BOUND. JUN 20 1910

LONDON :

PRINTED BY G. J. CROSS, 85, CHANCERY LANE.

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PREFACE.

Among the various characteristics which distinguish the last half-century from that which preceded it, there is none perhaps more remarkable than the increased interest which is felt in the welfare and progress of our English Universities. It seems to have been assumed in the olden time, that the venerable edifices of Oxford and Cambridge were replete with prodigies of erudition. The mass of mankind, however, at that time took little trouble in verifying the accuracy of the assumption. The Examinations were private, the results not published, and no general curiosity was awakened on the subject. The account of the Examination which Lord Eldon had to undergo seems to countenance the notion that the test was by no means severe. *See page 17.*

The establishment of the new system wrought a mighty change. The class lists of Oxford, and the triposes of Cambridge, attracted general attention to the progress of the Universities; and the interest then awakened has steadily increased to the present day.

It is indeed curious to observe the spirit, and sometimes the animosity, with which every projected change is now canvassed. Each contemplated alteration has to pass the ordeal of the review and the leading article; and the eloquence and arguments of modern writers are lavishly expended upon subjects purely mediæval, upon Responsions and Moderations, Theses and Triposes, Congregations and Convocations.

It has struck me, that among the hundreds who write, and the millions who read, there may be some who may wish to possess the most recent and authentic information upon a subject in some degree intricate and complicated. I have, therefore, endeavoured in this publication,—

First.—To show, by the most simple and lucid arrangement of which the subject is capable, the present requirements of the Universities.

Secondly.—To illustrate the present state of the Examinations, by contrasting them with those of former days and elucidating their gradual development.

Thirdly.—To furnish to the parent, the instructor, and the student, such definite information as may direct their attention to those studies which are most likely to conduce to ultimate success.

But the University is only the last stage of an English gentleman's education. The instruction given at our public schools, the chief feeders from which the Universities are supplied, is professedly

a preparation for the Academic Course. The two are, in fact, so closely connected, that an account of the Universities would be incomplete without some notice of the schools. I have therefore given full information upon this subject in the Appendix, for which the Reports of the Public School Commissioners, lately published, have furnished the materials.

It is unnecessary to say that these pages lay no claim to originality. My endeavour has been to exhibit in a distinct type and methodized arrangement a mass of information, which, in a less commodious form, in cumbrous statutes, and unconnected notices, is accessible to all. The most valuable historical details have been procured by the ready expedient of abridging the Reports of the Commissioners on the State and Studies of the Two Universities; and the greatest care has been taken to submit the whole to the revision and approval of some of the most distinguished men to whom the tuition and examinations of the Universities are at present entrusted. I avail myself of this opportunity of expressing to them my sincere thanks for the valuable assistance which they have rendered to me, and the value which I attach to the guarantee, which their sanction implies, of the accuracy and trustworthiness of the present publication.

WIGGINTON RECTORY, BANBURY,
September 21, 1864.

BRIEF HISTORICAL SURVEY OF UNIVERSITIES.

The notion of an University belongs to modern history. It is essentially mediæval, and had no prototype in Athens or Rome. The philosophers of ancient days did not exist in any respect in a corporate capacity. The various schools were united by no bond of association, and no institution existed in any respect analogous to the systematic constitution of our modern Universities.

If a parallel should be sought among the systems of education established under the later Roman Emperors, it will be found that those establishments partook rather of the nature of endowed schools than what is now involved in the notion of an University. After the overthrow of the Roman empire, the episcopal and monastic schools of the middle ages partook in some slight degree of the nature of modern institutions, and became the nurseries

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from which the first collegiate establishments of Europe took their rise.

The city of Paris began to be distinguished as a place of education in the eleventh century, and the schools established in the first instance by Geoffrey of Boulogne, flourished under a succession of able teachers. It was not, however, till the thirteenth century that the University of Paris was definitely constituted. Important privileges were conferred upon it by the authority of the Popes Celestine III. and Gregory IX., and distinct allusion is made to the fourfold division of arts, theology, medicine, and civil law.

The University of Bologna succeeded that of Paris in point of antiquity, and acquired great celebrity in the study of the Roman and canon law.

The origin of our English Universities is exceedingly obscure. That Oxford was founded by Alfred is very doubtful; but it is certain that a school existed there in the time of Edward the Confessor, nearly two hundred years later; that it was an eminent seat of learning during the reigns of Henry I., Henry II., and Richard I.; and that it received a royal charter in the reign of John. It may, therefore, be stated that Oxford existed as a university before the middle of the 12th century, and that early in the 13th century its academical character was distinctly recognised.

Little is known of the University of Cambridge till the commencement of the 13th century. Tradition, however, asserts that it first became a place of education about A.D. 1150, when certain monks began to teach grammar, logic, and rhetoric in a barn; but the number of their scholars so rapidly increased that no single building could contain them. A royal charter was conferred upon the ris-

ing University by Edward I., and renewed early in the 14th century by Edward II., who also obtained for it a bull from Pope John XXII., which ratified all its privileges, and raised it to the same level with the Universities of Paris, Padua, and Salamanca. In the 13th year of the reign of Queen Elizabeth the charters and privileges of Oxford and Cambridge were finally established by an Act for the incorporation of the two Universities. The body of statutes which was at that time drawn up for Cambridge forms the basis of its present constitution. The statutes were remodelled by Archbishop Laud A.D. 1636, and the code of laws then instituted is still in force, though modified by subsequent changes.

The greater number of the leading European Universities were founded on the model of those of Paris and Bologna. In France, the most conspicuous were those of Montpellier, instituted A.D. 1234; Orleans, A.D. 1305; Nantes, A.D. 1460; and Bordeaux, A.D. 1472. None of these, however, attained the rank or celebrity of Paris.

In Italy, the University of Padua, about A.D. 1222, rose rapidly into distinction. That of Naples was founded about A.D. 1224 by Frederick II., but never attained great renown.

The other Italian Universities were, that of Rome, founded A.D. 1245; Perugia, A.D. 1307; Pisa, A.D. 1333; Sienna, A.D. 1380; Palermo, A.D. 1394. Those of Turin, Florence, and Parma rose in the 15th century.

In Spain and Portugal, the University of Salamanca was incorporated A.D. 1250; Coimbra, A.D. 1279; Lisbon, A.D. 1490; Valladolid, A.D. 1346; Huesca, A.D. 1354; Saragossa, A.D. 1474.

The Universities of Seville, Granada, Opuna, and Barcelona belong to a later period.

In the north of Europe the progress of academic institutions was slow, and the greater part of the youth of Germany had to seek the advantages of education in France or Italy. The first German University was founded at Prague, in Bohemia, A.D. 1348; it attained considerable eminence, though its prosperity was frequently interrupted by the civil and religious disturbances of the age. With the revival of letters the establishment of Universities in Germany became a necessity. That of Vienna was founded A.D. 1365, and in the 14th and 15th centuries those of Heidelberg, Cologne, Erfurth, Leipsic, Rostock, Mentz, and Basle were successively established, and were followed by many others in the 16th and 17th centuries. Wittenburg, the cradle of the Reformation, was founded A.D. 1502, and Marburg, the first Protestant University, A.D. 1527.

The Universities of Denmark, Sweden, Poland, and Holland took their rise from the 15th to the 18th century. In Russia none existed earlier than A.D. 1800. There was no University in Scotland until the 15th century. That of St. Andrew's was founded A.D. 1413; Glasgow, A.D. 1450; Aberdeen, A.D. 1494. Mareschal College, New Aberdeen, which was founded A.D. 1593, and the University of Edinburgh, founded by James VI., are both of Protestant origin.

As a detailed account of the European Universities would involve a too protracted disquisition, it may be well to select that of Paris, as being virtually the model upon which all subsequent academic institutions were founded and regulated.

UNIVERSITY OF PARIS.

It is difficult to ascertain the precise date at which this University was founded. The tradition which ascribes its

origin to Charlemagne in the 9th century is not founded upon any certain basis. It must, however, be confessed that, though some traces remain of public instruction given in Paris about A.D. 870, there is no authentic record before the lapse of two centuries after that period.

It is clear that lectures were delivered in Paris by men of literary distinction at the beginning of the 12th century. A school of logic was opened there in A.D. 1109, and from this era a regular series of teachers can be traced without intermission. Among these the name of Abelard shines forth most conspicuously, and the early days of the University derive much of their lustre from the brilliancy of his genius. The reputation that it thus acquired was rendered still more illustrious by the distinguished career of one of his pupils, Peter Lombard, who subsequently became Archbishop of Paris.

The studies adopted here, as in the other Universities of the same age, were those known by the names of the Trivium and Quadrivium.

INCORPORATION OF THE UNIVERSITY OF PARIS.

It was about the end of the 12th century that the University was first incorporated into a regular society, and it may be regarded as consisting at that time of an aggregate of schools which were organised and conducted in close connection with the churches and monasteries of the see of Paris.

After this time we find Henry II. of England proposing to refer his dispute with Becket to "the nations of the schools of Paris;" and in the year A.D. 1200 the Head or Rector is expressly mentioned in an ordinance of Philip Augustus.

In A.D. 1215 the constitution of the University was

expressly regulated by Innocent III., and in his ordinance the term *Universitas* is first applied to the schools of Paris.

In this University the faculty of arts was divided into four nations :—

1st. The French, including French, Latin, Spanish, and Greek.

2nd. The Picards, including the inhabitants of the north-eastern part of France and the Netherlands.

3rd. The Normans, comprehending those from the western part of France.

4th. The English, called Germans, A.D. 1430, including the inhabitants of Poitiers and Guienne, and comprising Irish, Scotch, Poles, and Germans. Each nation had its own parish church and academic buildings and exclusively managed its own affairs. At the head of each nation was a Procurator, and these four Procurators, with the Rector, constituted the Council of the University. As a corporate body, they were represented by the Rector.

DEGREES.

Degrees were in all cases conferred by the Chancellor. The Chancellor of the Church of St. Genevieve was the Chancellor of the Faculty of Arts. The Bishop of Paris was the Chancellor of the other three faculties, and was considered the Chancellor of the entire University. To him was entrusted the general government of the University, and he took precedence of bishops, papal nuncios, and legates.

It was in the University of Paris that collegiate establishments were first founded. The College of the Sorbonne, founded A.D. 1258, is considered the most ancient, and in it the theological faculty was celebrated at a very early period. By a decree A.D. 1200 Philip Augustus

granted to the University exemption from the ordinary tribunals, even from those of the Church. The person of the Rector of the schools was declared to be sacred. The successive monarchs confirmed and increased these privileges and immunities of the University.

By these regulations the master and scholars of this University were exempted from taxes, customs, and personal imposts, and were shielded from the chances of arrest or sequestration. Finally, it was ordained by Innocent IV. that no sentence of excommunication against the University should be promulgated without the special licence of the Apostolic See.

The University of Paris became the most distinguished in Europe.

NUMBERS OF THE UNIVERSITY OF PARIS.

In the 12th century the number of scholars is said to have equalled that of the citizens. In A.D. 1453 it amounted to twenty-five thousand, and at the time when Joseph Scaliger was the student it reached thirty thousand.

. For further information on this subject, *see* Meiner's History of European Academies, Savigny's History of the Roman Law in the Middle Ages, and the Dissertations of Itter and Couringias. For the French and Italian Universities, *see* Du Borday's *Historia Academiæ Parisiensis*, and Tiraboschi's *Storia Della Letteratura Italiana*. Much information respecting those of England will be found in Wood's *Athenæ Oxonienses*, Dyer's *History of the University of Cambridge*, and Huber's *English Universities*. *See* also the *Encyclopædias Metropolitana* and *Britannica*, from which many of the above particulars have been derived.

THE UNIVERSITY OF OXFORD.

(From the Report of the Oxford Commissioners.)

THE UNIVERSITY OF OXFORD is a corporate body, known by the title of "The Chancellor, Masters, and Scholars of the University of Oxford." Its privileges have been granted or renewed in many Royal charters. All previous grants were confirmed by the Act of 13 Eliz., cap. 29, entitled "An Act for the Incorporation of the Two Universities;" and the Legislature has since conferred additional benefits on the University of Oxford. Its privileges were confirmed by letters-patent of King Charles I. in 1635; and in 1636 the same Sovereign issued other letters-patent of still greater importance, to which we shall presently advert. It possesses the power of conferring degrees, which are necessary to the attainment of many offices of honour and emolument. It is one of the principal avenues to the Ministry of the Established Church. It takes a part in the legislation of the country through its Representatives in Parliament. It has received Licences of Mortmain to purchase land, and has been empowered by Act of Parliament to receive land by bequest to any amount, without the formalities which in other

cases are required. It presents to a large proportion of those Benefices which are in the patronage of persons professing the Roman Catholic religion. Six of its Professorships and the Headships of three of its Colleges have been endowed with cathedral preferment, and all the Heads are included in the small number of clergymen who can now hold a cure of souls without the necessity of residence.

Such an Institution cannot be regarded as a mere aggregation of private interests; it is eminently national.

The University of Oxford, like every other corporate body, possesses the right of making By-laws for its own government. This right it has exercised from the middle of the thirteenth century without impediment, unless the name of impediment can be given to the protest of the Bishop of Lincoln in 1314. But it has at various times been compelled to enact or to receive laws by superior authority. It was under the Tudor and Stuart sovereigns that this mode of intervention on the part of the ruling powers became most frequent.

An attempt to frame a code of statutes was made by Cardinal Wolsey, but was frustrated probably by his fall. The Commissioners of King Edward VI. drew up an entirely new body of statutes for both Universities, "in order that each eye of the nation might be set in motion by similar muscles." This code was brief and comprehensive; and, though it seems never to have been formally accepted by the University, and soon fell into disuse, it remained nominally in force till the enactment of the present statutes. Cardinal Pole sent down ordinances which, however, were only intended to be provisional; and they fell to the ground on the accession of Queen Elizabeth. During her reign, and that of King James I., the University received many new laws from the several

Chancellors of that period, often under the authority of the Crown.

King Charles I. acted on the University with more effect. In the first instance he required the University to confirm several important statutes which emanated from himself. In the Chancellorship of Archbishop Laud the statutes were at last digested into one uniform code, which still governs the University under the title of "*Corpus Statutorum Universitatis Oxoniensis*." This code was in part compiled, in part composed by special Delegates appointed for the purpose in 1629 by the Convocation of the University, at the command of the King. After having been tried for one year, it was sent down to Oxford under the seal of Laud, as Metropolitan and Chancellor of the University, together with letters-patent under the Great Seal of England, and was formally accepted by the University on the 21st of June, 1636.

It can hardly be doubted that these statutes were intended by all the parties to their enactment to be unalterable except with the concurrence of the Royal authority.

A description of the present Studies and Examinations of the University must be prefaced by a brief account of the ancient system, as it is indispensable for those who would comprehend the recent legislation of the University to have some knowledge of the old enactments on which the modern regulations as to Studies have been based.

THE LAUDIAN SYSTEM.

The Laudian system is composed in part of the remains of one much older, in part of provisions introduced in later times, and of some important enactments originated by Archbishop Laud himself.

The course of Study prescribed in the Laudian Code is more comprehensive than any which the University has since attempted to enforce on Students generally, as a condition for obtaining their Degrees. But it must be remembered that the length of time required for an Oxford education was considerably greater in 1636 than it is in our own day; and it is moreover doubtful whether the extent of acquirement then expected was ever really attained. The Student in the first year was to attend Lectures on Grammar. The Lecturer was to expound its rules from Priscian, Linacre, or some other approved writer, or to explain critically some passage of a Greek or Roman author. The Student was also to attend Lectures on Rhetoric, founded on the works of Aristotle, Cicero, Hermogenes, or Quintilian. The Ethics, Politics, and Economics of Aristotle, and Logic, were to be the subjects of the second year. Logic, Moral Philosophy, Geometry, and the Greek language, under the Professor of Greek, of the third and fourth. The Degree of Bachelor of Arts, which then, as now, could be taken at the end of the fourth year, was only a stage in the academical course, not as now its termination.

Three more years were to be devoted to the study of Geometry, Astronomy, Metaphysics, Natural Philosophy, Ancient History, Greek, and Hebrew, in order to attain the degree of Master of Arts. Here the general education of the University ended. Those, however, who received their professional education at the University, remained there several additional years studying in the Faculties of Theology, Law, or Medicine. The necessity of taking degrees in one of these Faculties was imposed on many Fellows by the statutes of their colleges. All resident Masters of a certain standing, whether obliged to become Doctors

or not, were required by the statutes of the University to enter upon one of the "lines," as they were called, and to pursue it until they had arrived at a sufficient standing to take the higher degree. The Theological course lasted eleven, the Legal and Medical course seven years, from the Master's degree: but in Law a student might shorten his course of study by entering on the Faculty of Law at the expiration of his second year in Arts. The length of residence contemplated is less surprising, if we consider the early age at which students then entered the University. The matriculation of boys under twelve years of age is provided for in the statutes; and many became Masters of Arts at the period of life when most students now begin their residence.

Nor will it be thought that the ancient period of study was too long, when we consider that books were then scarce, and that minute and prolix scholastic systems were to be learnt from oral teaching. In the days of Laud this long course of instruction was, perhaps, retained, because no fitter employment could be devised for Fellows and Scholars of Colleges, who still for the most part kept residence in obedience to their College statutes.

For promoting these studies, the Laudian Code made abundant provision. For the purpose of instruction it supplied public teachers, and enforced attendance on their lectures. For the purposes of training students, and ascertaining their proficiency, it endeavoured to give new life to the Disputations, a system of exercises which was once in great repute, and it imposed a public examination in the subjects on which instruction was afforded.

Of the ancient system of public lectures, it will be sufficient to say in this place, that the Laudian statutes require every Undergraduate to attend four public Uni-

versity lectures weekly for the first two years, and six lectures weekly from the close of the second year till the degree of B.A. ; and that a similar attendance, though of less amount, is required as a qualification for every degree up to the highest.

DISPUTATIONS.

The system of disputations, once the most essential part of an academical education, has so utterly passed away, that its very phraseology is unintelligible. Every Undergraduate was required to "oppose" once, and "respond" once, in the Disputations in the Parvises, (as they were called,) and once or twice to "respond" under a Bachelor. After two years' residence, and after responding in the Parvises, he was made a General Sophist ; and after obtaining that title, he continued to dispute, once a term at least, in a similar manner, till he obtained the Bachelor's degree. After the degree of B.A., the statutes impose upon Bachelors of Arts similar exercises under the name of Disputations, Declamations, and formal Lectures, to qualify them for the degree of M.A.

PUBLIC EXAMINATIONS IN A D. 1558.

The system of public examinations seems to have been established by Archbishop Laud. Something of the kind, indeed, had been attempted in 1588. By a statute passed in that year it was ordered that no scholar should be promoted to the degree of B.A., and no Bachelor of Arts to that of M.A., unless he could repeat from memory the Articles of Faith and Religion, and support them by texts of Scripture, before the Vice-Chancellor, or the Proctors, or the Regent Masters, in the Convocation House ; and each candidate was required to pass an examination, in

the same place and before the same persons, for the degree of B.A. "in Grammaticalibus et Logicalibus," for that of M.A. "in Moralibus et Naturalibus." This enactment, however, does not seem to have been long observed.

There had, indeed, long existed an ordeal which bore the name of Examination. Allusion is made to this "Consuetum Examen" in the statutes of King Edward VI. It appears to have degenerated into a mere form long before the time of Laud, and continued to be so, though it was expressly retained in his statutes.

PUBLIC EXAMINATION IN A.D. 1636.

The Public Examination instituted in 1636 was as follows. For the degree of Bachelor of Arts it consisted of an enquiry into the student's proficiency in those Arts and Sciences in which he had been bound previously to hear Lectures, namely, Grammar, Rhetoric, Logic, Moral Philosophy, Geometry, and Greek. To these ancient subjects, Philology was to be added; and particular stress was laid on the familiar use of the Latin tongue. There was no provision for ascertaining whether candidates for the two first degrees were acquainted with the rudiments of religion. Divinity was reserved for those who professedly entered themselves in the Theological Faculty.

For a Master's degree, there was also an examination like that for the Bachelor's degree, but extending to the Arts and Sciences, in which the candidate was bound to hear Lectures in the interval between the two degrees, namely, Astronomy, Geometry, Metaphysics, History, Greek, Hebrew, Natural Philosophy. At this point the examinations ceased. The candidates for the higher degrees were required only to attend certain lectures, to perform certain exercises, and to read a certain number of lectures.

FAILURE OF THE LAUDIAN SYSTEM.

The examinations were to be conducted by all the Regent Masters, of whom three together, beginning with the juniors, were to be appointed for three successive days. The Senior Proctor was the officer charged to enforce this duty; and hence seems to have originated the appointment of the present public examiners by the Proctors.

As regards the subjects of these examinations no great improvement was made on the preceding state of things. They are much the same as those specified in the statutes of King Edward VI. The Laudian statutes require indeed the addition of Philology to "the narrow learning of a former age." But the narrow learning was still retained, and the students of Oxford were made to study Natural Philosophy, in an age subsequent to that of Copernicus and Bacon, from "the Physics of Aristotle or his books concerning the Heavens and the World, or concerning Meteoric Phenomena, or his *Parva Naturalia*, or the books concerning the Soul, and also those concerning Generation and Corruption." All disputants were bound to defend the ancient writers on Grammar "with all their power," and in Rhetoric, Politics, and Moral Philosophy, to maintain "the whole doctrine of Peripatetics." The authority of Aristotle was to be paramount; and all modern writers were "utterly rejected." Of course in a system of education depending on disputations, in which a moderator was to decide absolutely, it was necessary that there should be text-books whose authority should be admitted as conclusive.

Still it cannot be denied that Laud's attempt was what Wood calls it a "happy innovation," a "great and beneficial" measure; nor is the language of Vice-Chancellor

Frewen entirely the language of adulation, when in addressing Laud upon the subject he wrote in 1639: "Your Grace hath been most munificent towards the University; yet, without flattery be it spoken, this one statute is your greatest benefaction." Its introduction gave a great impulse to study, and occasioned a degree of apprehension to the idle which it is difficult now to conceive. "The exercise," wrote the President of St. John's College, "is passing solemn, and cannot but beget an extraordinary care in the actors on both sides to fit themselves unto this awful trial." One student committed suicide the day before he was to undergo examination. Laud himself used all his influence to secure the efficacy of his measure. "Suffer not," he wrote in 1640, "that exercise which will bring so much present honour to the University, and so much future benefit to the church, either to fail or to be abused by any collusion."

The Laudian system received, in the year 1850, the commendation of the present rulers of the University as "a system of Study admirably arranged, at a time when not only the nature and faculties of the human mind were exactly what they are still, and must of course remain, but the principles also of sound and enlarged culture were far from imperfectly understood." We presume that the Hebdomadal Board did not extend its approbation to the enactments quoted above as to the text-books and authorities which were to be paramount in the schools: but neither can the other provisions for carrying the system into effect be commended as successful. Nominally, indeed, it remained in force for more than a century and a half; but it began to decay within a very few years after its creation. If this failure had been confined to the old Exercises or Disputations which Laud sought to revive,

there would be little ground for censure; but the public teachers, whose duties he laboriously marked out, soon ceased to teach, as we shall have to show hereafter; the residence of students gradually became less, and in the higher Faculties it ceased to be required at all; while the examination, from which Laud and his Vice-Chancellor anticipated benefits so great and lasting, failed as completely as any part of his regulations. To what a low state it had sunk in the last century may be judged from the description given of its condition in 1770 by Lord Eldon, and from that of the Rev. Vicesimus Knox in 1780:—

“ Mr. John Scott took his Bachelor's degree in Hilary Term, on the 20th February, 1770. ‘ An examination for a degree at Oxford,’ he used to say, ‘ was a farce in my time. I was examined in Hebrew and in History.’ ‘ What is the Hebrew for the place of a skull ?’ I replied, ‘ Golgotha.’ ‘ Who founded University College ?’ I stated (though, by the way, the point is sometimes doubted) ‘ that King Alfred founded it.’ ‘ Very well, Sir,’ said the examiner, ‘ you are competent for your degree.’

“ Every candidate is obliged to be examined in the whole circle of the sciences by three Masters of Arts, of his own choice. The examination is to be holden in one of the public schools, and to continue from nine o'clock till eleven. The Masters take a most solemn oath that they will examine properly and impartially. Dreadful as all this appears, there is always found to be more of appearance in it than reality, for the greatest dunce usually gets his *testimonium* signed with as much ease and credit as the finest genius. The manner of proceeding is as follows: The poor young man to be examined in the sciences often knows no more of them than his bed-maker, and the

Masters who examine are sometimes equally unacquainted with such mysteries. But *schemes* as they are called, or little books, containing 40 or 50 questions in each science, are handed down from age to age, from one to another. The candidate to be examined employs three or four days in learning these by heart, and the examiners, having done the same before him when they were examined, know what questions to ask, and so all goes on smoothly. When the candidate has displayed his universal knowledge of the sciences, he is to display his skill in Philology. One of the Masters, therefore, desires him to construe a passage in some Greek or Latin classic, which he does with no interruption, just as he pleases, and as well as he can. The statutes next require that he should translate familiar English phrases into Latin. And now is the time when the Masters show their wit and jocularity. Droll questions are put on any subject, and the puzzled candidate furnishes diversion in his awkward embarrassment. I have known the questions on this occasion to consist of an enquiry into the pedigree of a race-horse."

It might have been added that at this time the examiners were chosen by the candidate himself from among his friends, and he was expected to provide a dinner for them after the examination was over.

We proceed to consider the studies of the University as regulated by the new system, which dates from the commencement of the present century.

IMPROVEMENTS IN A.D. 1800.

The studies of the University were first raised from their abject state by a statute passed chiefly at the instance of Dr. Eveleigh, Provost of Oriel College, in 1800. The new system of public examinations then instituted was based on that of Laud; and was, like that of Laud, in-

tended to apply to the degree of Master as well as that of Bachelor of Arts. The subjects for the first degree were Grammar, Rhetoric, Logic, Moral Philosophy, and the Elements of Mathematics and Physics ; and especial stress was laid on a knowledge of the Greek and Latin writers. Every candidate was to be examined in at least three authors of the best age and stamp. For the Master's degree, the Bachelor was to be examined in Mathematics and Physics, in Metaphysics, History, and Hebrew. Candidates for the degree of Bachelor in Civil Law were to be examined in all the subjects prescribed for the degree of B.A., with the addition of History and Jurisprudence. Permission was given to examine candidates either in English or Latin ; translation from English into Latin was required ; and a knowledge of the Elements of Religion and the XXXIX Articles.

Two great improvements were effected by this change in the statutes. First, distinctions were awarded to the ablest candidates. Twelve of these were to be classed in order of merit ; and in case more than twelve were found worthy of distinction, a second list was to be drawn up on the same principle. The lists were to be made public. Thus the University acknowledged that degrees were not of themselves adequate honours for students of merit. The second improvement, which indeed was rendered necessary by the first, and was scarcely less important, was that the examiners should be paid functionaries, selected by responsible officers, and appointed for a considerable period.

FURTHER IMPROVEMENTS IN A.D. 1807.

In 1807 further and important modifications were made in the system. It was found that the subjects of examina-

tion were far too numerous to be deeply studied, except by the very ablest candidates; and therefore Mathematics and Physics were separated from the other subjects, which were comprehended under the name of *Literæ Humaniores*. Honours could be obtained by proficiency in either school. The distinction between the examination for the first degree in Law and degrees in Arts, and also the examination for the degree of Master in the latter Faculty, had been silently abrogated; consequently Law and Hebrew fell out of the University course. The *Literæ Humaniores* were defined as comprehending the Greek and Latin language, with Logic, Rhetoric, and Moral Philosophy, no mention being made of Metaphysics or History. The principal part of the examination seems to have been oral, and thus success naturally depended rather on skill and accuracy in construing the Classics than on acquaintance with Philosophy or History. At this time Logic was put more prominently forward; and a knowledge of "Rudiments of Religion," which was still required from all candidates, received a broader definition, being now made to comprise the Gospels in Greek, and the Evidences, in addition to the XXXIX Articles. The statute also prescribed that there should always be two classes of honours, whatever might be the number of distinguished candidates, and that the names should be arranged in each class, not according to merit, but in alphabetical order. A third class was virtually added in 1809, when a separation in the second, by means of a line, was enjoined.

A.D. 1825.

By a statute passed in 1825, in consequence (as the preamble states) of the increase of students in the University, the distinction between the two schools of Classics and

Mathematics was still further recognized by the appointment of separate examiners for each. The classification of the honorary distinctions was rendered still more definite by giving the name of "third class" to the lower division of the second.

But the increase in the number of candidates produced an effect which had not been foreseen. It became necessary that the examination should be conducted more and more on paper, and therefore knowledge of Philosophy, together with skill in composition, increased gradually in importance, and perhaps skill in construing proportionably declined.

A.D. 1830.

In 1830, these changes were carried further in the same direction. A fourth class was established; and the examinations of candidates for an ordinary degree were separated from those of candidates for honours. The "*Literæ Humaniores*" now included Ancient History, with Political Philosophy, as well as Rhetoric, Poetry, and Moral Philosophy; and the important permission to illustrate ancient by modern authors was then first introduced.

In furtherance of the great purposes of the examination statute, it had soon appeared desirable to add an earlier examination to that for the B.A. degree. In 1808 a statute was passed, ordering all students to be examined—in the course of their second year after matriculation—in the Elements of Greek and Latin, and of Logic or Geometry. This examination was substituted for a scholastic exercise of an entirely different character called "*Responsions in the Parvise*."

This previous examination continued unaltered down to 1850, when it was slightly modified in the great change which we shall presently describe.

Such are the chief alterations introduced by successive statutes passed in the half century which has just elapsed ; changes in themselves and in their consequences the greatest that have been effected in the University since the revision of the statutes in the time of Archbishop Laud. Like that revision, they have widely affected not only the University but the Colleges also. The old disputations and exercises enjoined not only in the Laudian Code, but in most of the College statutes, have been almost entirely superseded by the act of the University.

The examinations have become the chief instruments not only for testing the proficiency of the students, but also for stimulating and directing the studies of the place.

EFFECTS OF THIS CHANGE.

The general effect of this change has been exceedingly beneficial. Industry has been greatly increased. The instruction in the Colleges has become indirectly subject to the control of the University. The requirements of the examinations for an ordinary degree, slight though they be, have yet a great effect on that period of the academical course which immediately precedes them. The idlest and most careless student is checked in his career of idleness by the approach of his examinations. The severity of the final examination may be judged of by comparing the number of those rejected at Oxford with the number of those rejected in other Universities. It appears from a Return made to the House of Commons, that, on an average of the same four years (1845—1848), the number

of those who presented themselves for examination, and of those who passed the examination, were, respectively—at Dublin, 259 and 242; at Cambridge, 370 and 342; at Oxford, 387 and 287.

The stimulus of the examination for Honours is found to be very strong. The average number of candidates for Honours in classics is not less than 90 out of nearly 500 candidates for a degree. Of these 90, about 10 obtain a first class. This honour, then, is no mean distinction. That it has been honestly and deservedly awarded is proved by the confidence which the examiners, for the most part, enjoy, and by the success in after-life of those who have won it.

It is not to be denied, however, that some incidental evils have followed the introduction of the new system. The studies of the University are directed to a single examination; and this has tended to discourage the pursuit of the subjects which were not included within the range of that examination. One effect of this has been that the attendance on the lectures of Professors, instead of receiving an additional impulse from the revival of study in the University, has diminished, except in those cases where the lectures are considered likely to aid the students in gaining honours. The examinations themselves have encouraged a good deal of spurious knowledge. On those also who seek only the ordinary degree, the whole effect has been less salutary than might have been hoped. The range of subjects is too narrow to interest the great mass of students, and the minimum of knowledge required is so scanty as to leave all but the dullest and most ignorant unoccupied for the greater part of their academical course, and therefore exposed to all the temptations of idleness.

We have said that the number of candidates rejected in

examinations for an ordinary degree is considerable. But, notwithstanding this, the amount of attainment commonly exhibited in these examinations is small. An ordinary candidate has prepared usually four plays of Euripides, four or five books of Herodotus with the History, six books of Livy also with the History, half of Horace, four books of Euclid, or (in lieu of Euclid) Aldrich's Compendium of Logic to the end of the Reduction of Syllogisms. He is also expected to translate a passage from English into Latin, and to construe any passage of the four Gospels; to repeat and illustrate from Scripture the XXXIX Articles; and to answer questions on the historical facts of the Old and New Testament.

With regard to the examinations for honours, the course of classical reading seems to have become more and more limited. Under the Examination Statute of 1801, the circle of subjects included was large and not unworthy of a University. From the year 1807 to 1825 the students were encouraged to study many works which have now almost entirely disappeared from the University course, such as Homer, Demosthenes, Cicero, Lucretius, Terence, Plutarch, Longinus, Quintilian. A list of twenty classical authors was not unfrequent even so late as 1827. At present, fourteen, thirteen, or even twelve, are sufficient for the highest honours. The authors now usually studied at Oxford, by the most distinguished students, are: (1.) in Philosophy,—Aristotle's Ethics, with his Rhetoric or Politics, two or three Dialogues of Plato, Butler's Analogy or his Sermons; (2.) in Ancient History,—Herodotus, Thucydides, the 1st or 2nd Decade of Livy, the Annals or the Histories of Tacitus; (3.) in Poetry,—Æschylus, Sophocles, Aristophanes, Virgil, Horace, and Juvenal. The same

amount of theological knowledge is required from all alike, whether candidates for honours, or for a common degree.

The examination in "*Literæ Humaniores*" is the only one which has hitherto been compulsory on all the members of the University. The subjects which it embraces are also those on which the examinations for Fellowships turn. It is, therefore, this examination which determines the literary character of Oxford.

The Mathematical examination was, as we have seen, separated from the Classical in 1807, and has since undergone some modifications. Till the year 1820, the subjects of examination were chiefly such as admitted of Geometrical treatment; and the examination was conducted almost wholly *vivâ voce*. As the various branches of Analysis were introduced into the examinations, the *vivâ voce* examination became of less and less importance, and is now almost a form. In 1828, the plan of printing the questions proposed to the candidates was first introduced. Its introduction was necessitated by the increasing number of candidates, and its effect has been beneficial in giving a certain stability to the system of examinations.

Candidates for the highest Mathematical honours ordinarily bring up the following subjects:—(1.) Pure Mathematics, including Euclid, Algebra, Trigonometry, Analytical Geometry, Differential and Integral Calculus; (2.) Mixed Mathematics, including Mechanics, Optics, Hydrostatics, and Astronomy. Newton's works have almost ceased to be studied, and Geometrical reasonings are seldom called for. Perhaps the range of study is here too wide; and as accuracy and a thorough understanding of a portion of the subjects is more to be desired and encouraged than a slight acquaintance with all or most of them, we should strongly recommend such arrangement of the ex-

amination questions as would allow the highest honours to be obtained by candidates thoroughly acquainted with Pure Mathematics, or with one or two branches only of Mixed Mathematics.

Such is a general view of the state of study in the University till the enactment of the New Examination Statute in 1850.

PRESENT STATE OF THE EXAMINATIONS IN OXFORD.

I. The First Examination, called "Responsions," instituted (as above stated) in 1808, has acted beneficially on the majority of Students. To young men who come up well prepared from school it offers no difficulties. If, therefore, the number rejected is great (and it amounts sometimes to no less than one-fifth of the candidates), we must infer that the young men have either been ill-taught at school, or have been allowed to forget what they learnt there, rather than that the ordeal itself is severe. Till the year 1850, all that was exacted from a Student at about the middle point of his Academical career, was that he should show a grammatical knowledge of portions of one Greek and one Latin author (as, for instance, four Greek plays, and half of Horace), and an acquaintance with three books of Euclid, or with part of Aldrich's *Compendium of Logic*. He was also required to translate a passage of English into Latin, an exercise which in most cases was very ill performed.

The improvements effected in the Responsions are, that the Examination is to be passed at an earlier period; that Arithmetic and Algebra are introduced in place of the very insufficient acquaintance with Logic before required; that the same papers deliberately drawn up are to be set to all Candidates; and that the same books must

not be presented again at future Examinations. The quantity of text required, is indeed diminished; but the improvements just mentioned will make the Examination really more effective.

II. The Second or Intermediate Examination, called the "First Public Examination," is entirely new.

The intention of this Examination was, in the case of Candidates for Honours, to promote accurate and elegant Scholarship, and to divide the labour which had before been accumulated at the Final Examination. It was also expected that the institution of this additional Examination would promote industry during the second year.

The names of all Candidates thought worthy of distinction, are to be arranged in Two Classes, the alphabetical order being followed in each Class. The names of Candidates who have merely satisfied the Examiners, are to be printed in a third Class, also in alphabetical order.

III. The new Final Examination came into operation in 1853. We give the following summary of that part of the Statute which refers to this Examination, with some conjectures as to the text books, and the extent of the knowledge likely to be required:—

The Final Examination really implies two distinct Examinations which are to be passed before different Examiners. Every Candidate for the Degree of Bachelor of Arts, is required to pass in two out of four "Schools," one being necessarily the School of "Literæ Humaniores." These two Examinations, however, need not take place in the same Term. In every one of these Schools Candidates of superior attainments are to receive Honours. They will be distributed, according to their merit, into four classes. The names are to be placed, in each Class, in alphabetical order. The Examinations may be passed as early as the thirteenth term, and Honours may be obtained as late as the eighteenth; that is, as early as the beginning of the fourth, and as late as the middle of the fifth year from matriculation.

(1.) The *First School* is that of "*Literæ Humaniores*," through which every Student must pass.

Subjects for Candidates for Common Degrees : —

THEOLOGY—The Four Gospels, and Acts of the Apostles, in Greek.

The contents, historical and doctrinal, of the Books of the Old and New Testament.

The XXXIX. Articles, with proofs from Scripture.

The Evidences of Religion.

CLASSICAL LITERATURE—One Ancient Philosophical writer, wholly or in part, *e. g.*

Cicero's Offices, or six books of Aristotle's Ethics.

— One Ancient Historian, wholly or in part, *e. g.*, five Books of Livy.

Subjects for Candidates for Honours :—

THEOLOGY—as above. Candidates are also permitted to offer one or more of the Apostolical Epistles, or some portion of Ecclesiastical History.

LOGIC.

MORAL PHILOSOPHY AND POLITICAL SCIENCE.

Aristotle's Ethics.

" Politics.

The Republic, or some other portion of the works of Plato.

Butler's Analogy ; or Butler's Sermons.

ANCIENT HISTORY—Livy, ten Books.

Polybius, one Book.

Tacitus, Histories or Annals.

Herodotus.

Thucydides.

Xenophon, Hellenics in part.

RHETORIC—Aristotle's Rhetoric, or some of Cicero's Rhetorical Works.

Questions will be proposed in the subject-matter of the Books, and Compositions required in Greek, Latin, and English. The list of Books may be greatly extended if the Candidate shall think fit, or diminished if he shall aim only at a lower honour.

(2.) The *Second School*—Mathematics, and Physical Science treated mathematically.

For common Degrees :—Six books of Euclid, or the first part of Algebra.

For Honours :—Mixed as well as Pure Mathematics.

(3.) The *Third School*—Natural Science.

For common Degrees :—An acquaintance with the

principles of Chemistry, Mechanical Philosophy, and Physiology, or two of these Sciences, together with some branch of Science dependent on Mechanical Philosophy.

For Honours :—An acquaintance with the principles of all the Three branches of Natural Science above mentioned ; together with some branch of Physics dependent on any one of these Three.

(4.) The *Fourth School*—Law and Modern History.

For common Degrees :—English History, from the Conquest to the end of the reign of Henry VII., together with that part of Blackstone which treats of the law of Real Property ; or English History from the death of Henry VII. to the accession of the House of Brunswick, together with that part of Blackstone which treats of the rights of persons and the law of Personal Property. Justinians's Institutes may be substituted for Blackstone. The most approved edition of Blackstone to be used.

For Honours :—Candidates must take up what is required, as above mentioned, for a common Degree. History, from the Birth of Christ to the year 1789 ; Jurisprudence, and especially the Laws of England ; the Law of Nations ; Adam Smith's *Wealth of Nations*.

The changes effected by the new Statute obviate many of the defects of the system hitherto in force. The licence to idleness is curtailed, the subjects of study are increased in number, and a wider range of choice is given. The intermediate Examination provides for a free study of classical literature, for the restoration to their proper place of the great orators and poets of antiquity, and for the cultivation of taste. Many principles of the highest importance are formally recognised, if not fully developed, in the Statute.

The recent Statute has made an approach towards this great improvement, though it has shrunk from carrying it out. The Responsions, or First University Examination, which formerly was to be passed between the sixth and the

ninth terms of standing (inclusively), must now be passed between the third and seventh.

The advantage of an Examination before matriculation may be at once inferred from the fact that the best Colleges have already adopted it for themselves. These Colleges require some facility in Latin writing, and a fair acquaintance with the grammatical principles of Greek and Latin. To this is now generally added Arithmetic and a portion of the elements of Euclid.

This ordeal, however, varies greatly in the different Colleges in which it is applied, and perhaps in the same College at different times. It is well known that a youth who is rejected at one of the better Colleges can gain admission elsewhere, the scale of requirement descending in proportion to the character of the College.

The introduction of this test has proved a great benefit to the Colleges in which it has been systematically applied; but the extreme facility, with which young men are admitted in many Societies, prevents the University at large from reaping the benefits which now accrue to particular Colleges.

One or two Gentlemen, in their evidence, oppose any such Examination, on the ground that Students come to the University as learners, and therefore "ignorance rather than knowledge must be presumed on the part of those who come to be taught." No doubt Students come as learners, but not as learners of everything; and it is precisely to secure learners capable of receiving the instruction proper to their age, that an Examination of matriculation is required.

THE UNIVERSITY OF CAMBRIDGE.

(From the Report of the Cambridge Commissioners.)

The University of Cambridge is a lay corporation, possessing various privileges under Charters of the Crown and Acts of Parliament or by prescription. The earliest Royal Letters Patent, which can now be traced as authentic, are of the reign of King Henry the Third. These, however, do not found the University, but recognize it as already existing with an organized constitution and regular form. Other Letters and Charters were granted from time to time by subsequent monarchs, of which the most ample and the most important is the Charter granted by Queen Elizabeth in the third year of her reign, confirming former and conferring new privileges. In the thirteenth year of the same reign an Act of Parliament was passed whereby it was enacted that "the Chancellor, Masters and Scholars of the University of Cambridge" should be incorporated with perpetual succession under that title; and that the Letters Patent of the Queen, made in the third year of her reign, and also all other Letters Patent by any of Her Majesty's progenitors or predecessors, should be good in law to all intents.

In the early state of the University the students lodged in hostels or houses hired in the town; but in process of

time Colleges were founded and endowed by various benefactors for the promotion of piety and learning under a well-ordered system of internal discipline, and for affording assistance towards the maintenance of the inmates. As the number of Colleges increased, the hostels declined, and were either merged in the colleges or disused. In the statutes for the government of the University, made in the reign of Queen Elizabeth, it is implied that every student of the University was then a member of some College. The University now contains in itself seventeen Colleges, or Halls which possess equal privileges with the Colleges, differing only in name. In many of the Colleges the buildings have been recently enlarged, and much praise is due for the liberality and spirit which has been so beneficially exerted in these improvements. But the accommodation within the Colleges generally is still inadequate to the number of students, many of whom reside at lodgings in the town, with the licence and under the supervision of the authorities of the University. In order, however, to be a member of the University, it was necessary for every person under the Elizabethan Statutes, to be a member of some College, whether he be a resident within its walls or not, the only exception being a small class, entitled *Commorantes in Villa*. These are Graduates residing in the town, either Masters of Arts or of a superior degree, who, having formerly been members of some College, have been permitted to withdraw their names from it, and register themselves, with certain formalities, under the before-mentioned title, so as to retain the privilege of being still members of the University itself.

The University, in its earlier stages, was regulated, as to its internal administration, by statutes or ordinances :

framed and passed by its own Legislative Senate. But in the reign of King Henry the Eighth, some Injunctions of a general nature were issued to the University by the Royal authority; and in the following reign, certain Commissioners, appointed by King Edward the Sixth, drew up a formal code of statutes for its government, to which were added, by like authority, some supplemental injunctions and interpretations. The great work of the reformation of religion had then commenced, and all the vicissitudes of that momentous struggle affected the condition of the University. Queen Mary, on her accession, to the throne, set aside the new code, and in its stead certain ordinances were substituted by the authority of Cardinal Pole, as Legate to this kingdom from the Pope. These were in turn displaced by Queen Elizabeth, who gave to the University two successive codes. The former of them was issued in the first year of her reign, and was superseded in the twelfth year of the same by the second code, which was repealed by the Act 19 and 20 Vic., cap. lxxxviii., sec 41.

In the following year the Act of Parliament was passed, which has been already mentioned as confirming the Charter or Letters Patent granted by the Queen in the third year of her reign, and all other Charters and Letters Patent of Her Majesty's predecessors. These Charters and Letters conferred privileges which affected parties extraneous to the University itself. The code of statutes affected only the internal administration of the University, and neither received nor required the like Parliamentary confirmation. Nor was it accepted by any formal Act of the University, but became obligatory by the joint effect of the authority from which it emanated, and of its actual adoption by the University in practice.

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The code of the twelfth year of Queen Elizabeth repealed all such antecedent laws and customs as were contradictory to itself, leaving the rest in their former validity and force. It also gave to the Chancellor of the University, with the consent of the whole body, authority to frame and establish from time to time new statutes for the advancement of learning and the maintenance of order, provided they were not obstructive to, or derogatory from, its own contents. In the event of any doubt arising as to the meaning of any part of it, the point was to be interpreted by the Chancellor of the University, and a majority of the Heads of Colleges.

In accordance with these principles the whole system of laws by which the University was regulated, may be divided into two distinct classes.

The one comprised the code of Queen Elizabeth, such earlier Royal Ordinances as that code left still in force, and such subsequent Royal Ordinances as the Sovereigns of the realm from time to time had given, and the University had accepted, either by some formal expression of assent, or by actual adoption in practice. As respects this class of laws it is not properly competent to the University by its own act to abrogate or alter them without the sanction of the Crown. The Royal authority by which they were originally established, is, in like manner, necessary to any change in them.

The second class consists of Ordinances and Regulations made by the University itself, whether ancient statutes, prior to the Elizabethan code, or by-laws of a later date. These are (in general) revocable by the same authority of the University Senate by which they were at first made. There is also another collection of Ordinances, called Decrees of the Heads of Colleges, being either interpretations

of the Elizabethan statutes, or regulations affecting the general system of collegiate discipline.

This whole mass of laws, the growth of such a long course of years, comprehends a miscellaneous variety of details. That part which consists of Ordinances of the University Senate, so far as it is applicable to present practice, has been lately reduced into a more convenient and coherent form by re-arrangement and consolidation. Moreover, the statutes of Queen Elizabeth, though possessing a permanent authority, contain many directions which have become obsolete, as being no longer suited to the present course of study. The members of the University have shown that they are sensible of the evil of this incongruity, and desirous of obtaining a remedy for it. As a preliminary measure to this end they appointed, on the 7th of March, 1849, a Syndicate or Committee to revise the statutes, and indicate the particulars in which alteration is required or improvement may be made. The Syndics, after having been engaged in their task for upwards of two years, prepared a draft of such an amended code as should bring the law and the practice of the University into more exact conformity, and give, in many respects, increased efficiency and utility to the academical system. This preliminary proceeding, so far as it had advanced, was a gratifying proof of the desire prevailing in the University itself for its own improvement.

DEGREES.

The next subject inviting our attention is the course of residence, studies, exercises, and examinations, required by the University as preliminaries to the various academical degrees in Arts, Divinity, Civil Law, and Physic. Of these the degree of

BACHELOR OF ARTS

comes first under our consideration.

The statutes of Queen Elizabeth prescribed a course of study extending over four years for this degree: the first year being devoted to Rhetoric, the second and third to Dialectics, and the fourth to Philosophy. At the time when the Statutes were given there were, besides other Professors, four Ordinary Lecturers; namely, one in Mathematics, and three corresponding to the before mentioned subjects of study. The Lecturer of Philosophy was directed by the Statutes to give instruction in the *Problemata*, *Ethics*, and *Politics* of Aristotle; in *Pliny*; or in *Plato*. The Lecturer of Dialectics was to teach the *Elenchi* of Aristotle or the *Topica* of Cicero. The Lecturer of Rhetoric was to explain *Quintilian*, *Hermogenes*, or some part of the *Rhetorical Treatises* of Cicero. An undergraduate Student in Arts was to attend this series of Lectures; receiving also in his College instruction in the same subjects; and after passing through certain scholastic exercises and customary examinations as a test of his proficiency, he was admitted, on the completion of the four years, to the degree of Bachelor of Arts.

Under the New Statutes the practice of the University has undergone considerable modifications. By the present regulations, a candidate for the degree of Bachelor of Arts is required to have been resident in the University during two-thirds of each of nine terms, including the terms in which he was first admitted a member of some College and that in which he applies for his Degree.

It will be observed that the computation of time necessary for obtaining this Degree is now made from the date of admission into some College. But the Student, on

commencing his residence, is also required to be matriculated, or registered in the books of the University ; and if he should neglect this form beyond a period of three terms, the residence he has kept without being duly matriculated is not allowed to be counted towards the obtaining of a degree.

The general mode of admission into a College is either by an actual examination of the applicant before the authorities of the College ; or, where personal attendance is dispensed with, by a testimonial to his respectability and qualifications from some Master of Arts or higher Graduate of the University or of Oxford. There is not any examination when he subsequently offers himself to the University to be matriculated, but he is accepted on the presentation of his College.

COURSE OF STUDY.

There are two examinations. One of them takes place, ordinarily, at the end of the fifth term of residence, the other after the completion of a residence of five terms more.

The subjects of the first, or " Previous " Examination, familiarly called the " Little Go," are the same for all the Students. They are :—

One of the four Gospels in the original Greek,

Paley's Evidences of Christianity,

A portion (*e.g.* one or two books of a historian, poet, or orator) of the works of one of the Greek and one of the Latin Classical Authors,

The first, second, and third books of the Elements of Euclid, and

The most common and useful rules of Arithmetic.

Candidates for Honours are further examined in the

fourth and sixth books of Euclid, and the elementary parts of Algebra and Mechanics.

This Examination may be passed after two terms' residence, provided the Student take in the additional subjects in Mathematics.

For the Second or Final Examination, the Students are divided into two sets, according as they are or are not candidates for Honours.

A Student may be admitted to the degree of B.A. by obtaining an Honour in the Mathematical Tripos, the Classical Tripos, the Moral Sciences Tripos, and the Natural Sciences Tripos.

The subjects of examination for those who are not candidates for Honours, are :—

The Acts of the Apostles, in the original Greek.

A portion of the works of one of the Greek and one of the Latin Classical Authors, (*e.g.* The subjects in 1864 are *Æschines contra Ctesiphontem*, and *Plauti Trinummus*.)

The History of the English Reformation.

The Elements of Algebra, including Quadratic Equations of two Unknown Quantities.

The first four and part of the sixth book of the Elements of Euclid : and

The Elementary Principles of Mechanics and Hydrostatics.

In order to be admitted to this examination, every candidate is required to have attended the Lectures delivered during one term at least by some one or more of the Professors, and to have obtained a certificate of having passed an examination satisfactory to the Professor whose Lectures he has chosen to attend.

This Final Examination of those who are not candidates

for Honours is conducted by six examiners. As many as pass it satisfactorily are arranged in four classes according to merit, the names in each class being placed alphabetically.

THE MATHEMATICAL TRIPOS.

The examination of the candidates for Mathematical Honours occupies eight days and is divided into two stages. On the first three days the candidates are examined in

The Elements of Euclid,

Arithmetic,

The Elementary parts of Algebra,

Plane Trigonometry,

Conic Sections,

The more Elementary parts of Statics, Dynamics, Hydrostatics, Optics, and Astronomy.

After this first stage of the examination there is an interval of eight days, before the expiration of which the moderators and examiners announce the names of those candidates who have acquitted themselves in such a satisfactory manner as to deserve some Mathematical Honour.

The examination is then resumed and extended over five additional days, during which the candidates whose names have been previously announced with approbation are further examined in the higher parts as well of Abstract Mathematics as of their application to the several branches of Natural Philosophy.

The object of the preliminary stage in this examination is to ascertain that the candidates are well-grounded in the principles of Mathematics, and have laid a sound foundation before aspiring to the higher ranges of Science.

With the view of regulating the higher department of

this examination, a Board of Mathematical Studies has been of late years instituted, consisting of

The Lucasian Professor of Mathematics,

The Plumian Professor of Astronomy,

The Lowndean Professor of Geometry and Astronomy,
and

The Jacksonian Professor of Natural and Experimental
Philosophy,

Together with the Moderators and Examiners for Mathematical Honours for the year, as also those of the two years immediately preceding.

Their province is to consult together from time to time on all matters relating to the actual state of Mathematical Studies and Examinations, and to present an annual report thereupon to the Vice-Chancellor, to be by him communicated to the University at large. This arrangement is designed as well to direct the Students in their course of preparation, as also to secure a correspondence between the lectures of the Mathematical Professors and the subjects of examination. It is also calculated to exercise a beneficial influence on the nature of the examination itself; by introducing such progressive changes as the advance of Science may suggest, without either disturbing the general system by abrupt transitions, or extending it over too wide and discursive a range to be compatible with precision and solidity of knowledge.

The examination for Mathematical honours is conducted by four examiners; two of whom are distinguished by the title of Moderators; a name descriptive of their original duty of presiding at the Scholastic Disputations in Arts. These Disputations, being no longer usefully applicable to the present improved and extended course of study, have

been abolished. The duties of the Moderators are now therefore confined to the public examinations, according to the existing regulations of the University. The other two Examiners usually are the persons who filled the office of Moderators in the preceding year ; a judicious arrangement, as they carry with them the advantage of previous experience, and preserve, so far as is desirable, uniformity in the actual mode of conducting the examinations. The Moderators are nominated by the Proctors ; subject to confirmation by the Senate.

At the close of the examination, the names of those candidates who have given satisfactory proofs of their proficiency are arranged in three classes of honour, in the order of their merits individually. This list of honours is called the Mathematical Tripos.

The course of study actually pursued by a large class of Undergraduates, is moreover greatly affected by the public examination for

THE CLASSICAL TRIPOS.

This examination has been instituted for the purpose of conferring academical honours for proficiency in classical learning. It is of itself now a qualification for the degree of Bachelor of Arts.

There are four examiners ; nominated by the several Colleges according to the cycle of Proctors and confirmed by the Senate.

The examination extends over six days. The candidates are required to translate into English passages selected from the best Greek and Latin authors, and to give explanatory answers to such questions as arise immediately out of those passages ; to translate also passages from Eng-

lish into Greek and Latin both in prose and verse ; and to answer questions relating to Ancient History.

The names of those persons who pass the examination with credit are, by an arrangement similar to that of the Mathematical Tripos, placed in three classes.

THE MORAL SCIENCES TRIPOS.

The places in this Tripos are determined by an examination in the following subjects :—

Moral Philosophy,
Political Economy,
Modern History,
General Jurisprudence,
The Laws of England.

A provision is made for the appointment, when necessary, of Deputy Examiners.

The examination extends over four days.

All students, who have passed the previous examination required of candidates for honours, may proceed through this examination to the degree of Bachelor of Arts. Also all persons who have been admitted to the degree of Bachelor of Arts, or of Law, or of Medicine, are admissible as candidates for honours in this Tripos.

The candidates whom the Examiners deem worthy of an honour are arranged in three classes ; the places being determined by estimating the aggregate merits of each candidate in all the subjects of the examination ; and marks of distinction being affixed to the names of such of the candidates as have shewn eminent proficiency in particular subjects.

Corresponding to the Tripos which has been just described, another has been established with the title of

THE NATURAL SCIENCES TRIPOS.

The places in it are determined by an examination in the following subjects :—

Anatomy,
Comparative Anatomy,
Physiology,
Chemistry,
Botany,
Geology,
Mineralogy (excluding the Mathematical
part of Crystallography).

Students are admitted to this examination under the same regulations as for the Natural Sciences Tripos.

VOLUNTARY THEOLOGICAL EXAMINATION.

This examination, though optional in the case of students in general, is now required of candidates for Holy Orders, by almost all the bishops.

The subjects for examination are :—

The New Testament in Greek ;
Assigned portions of the writings of the early Fathers;
Ecclesiastical History ;
The Articles of Religion and the Liturgy of the
Church of England.

The examination is conducted by six examiners, two of whom are appointed by the Board of Theological Studies, and the other four are nominated by the same board and elected by the Senate.

The examination is open to all students who have been admitted to the degree of Bachelor of Arts or of Law, and who have attended the lectures delivered, during one Term at least, by one of the four Theological Professors ; name-

ly, the Regius, the Margaret, the Norrisian, and the Hulsean Professor of Divinity.

At the Easter examination, those students who are deemed worthy of honours are arranged in three classes.

The names of the rest of the candidates, who have passed the examination to the satisfaction of the examiners, are published and registered in alphabetical order.

Any persons, who have been thus approved and registered, are at liberty to offer themselves to be further examined in some previously assigned portion of the Hebrew Scriptures, and the result is registered in the same manner as in the former case.

GENERAL PREVIOUS EXAMINATION.

[In case the previous account of the "Little Go" should appear too cursory, it has been thought well to print the regulations respecting it, as laid down in the "Cambridge Calendar for 1864," to which book reference is made for more detailed information on the subject of all the examinations of that University.]

1. That the subjects of the Examination shall be one of the four Gospels in the original Greek, Paley's Evidences of Christianity, one of the Greek and one of the Latin Classics, the Elements of Euclid, books i. ii. and iii., and Arithmetic.

2. That the appointment of the particular Gospel, and, in regard to the classical subjects, the appointment both of the authors and of the portions of their works which it may be expedient to select, shall rest with the Board of Classical Studies, upon the understanding that the Board shall so limit the Examination that every one who is to be examined may be reasonably expected to show a competent knowledge of all the subjects.

3. That public notice of the subjects of Examination in each year shall be issued in the first week of the Lent term of the year preceding.

4. That the Examination in the Evidences of Christi-

anity, Euclid, and Arithmetic, shall be conducted entirely by printed papers.

5. That, in regard to the Greek Testament and the Classical Subjects, every person, when examined, shall be required to translate some portion of each subject, to construe and explain passages of the same, and to answer, both in writing and *vivâ voce*, such plain questions in Grammar, Geography, and History, particularly the Old Testament History, as may arise immediately out of the subjects.

6. That previously to the commencement of the Examination, the Examiners shall prepare an alphabetical list of all the persons to be examined, and divide them into ten portions as nearly equal as possible: and that they shall send a copy of such list to the Prælector of each College, notifying the days and hours when each of the persons to be examined belonging to that College shall be required to attend the Examination.

7. That the Examination shall begin on the Monday in the week before the end of the Lent term in each year.

8. That the days of Examination shall be Monday, Tuesday, Wednesday, and Saturday, in the first week; and Monday, Tuesday, Wednesday, and Thursday, in the following week; and the hours of Examination each day from 9 till 12 in the morning, and from 1 till 4 in the afternoon.

9. That on the first day the subject of Examination shall be the Evidences of Christianity, on the second day Arithmetic, and on the third day Euclid; the students whose names are in the first five divisions being examined in the morning, and those whose names are in the last five divisions in the afternoon of each day.

10. That during the last five days, two of the ten divisions shall be examined for one day in the remaining subjects, viz., in the Greek and Latin subjects and in the Greek Testament; the students under examination being employed in translating the passages proposed, and in answering questions, and each student being called upon in turn during the time of Examination to construe and explain passages of the appointed subjects.

11. That the Examination of each person in the Greek and Latin subjects and in the Greek Testament shall be concluded in one day, and that the result of the whole Examination with regard to him shall be notified to the Prælector of his College as soon as conveniently may be after the end of the Examination of all the Ten Divisions, the Examiners meeting to determine the said result on the day after the end of the Examination.

12. That every Undergraduate, unless he shall have been already approved under the provisions of Regulation 28, shall be required to attend the Examination in the Lent term of the year next after or next but one after that in which he has kept his first term, according as the said first term be or be not a Lent term.

13. That in case any person who has been a resident member of either of the Universities of Oxford or Dublin shall become a resident member of this University before the time at which he would have been required, had he been originally of this University, to attend the previous Examination, such person be required to attend that previous Examination which he would have been called upon to attend if he had come to reside in this University at the time he actually did commence his residence at Oxford or Dublin.

14. That in case any person who has been a resident member of either of the Universities of Oxford or Dublin shall become a resident member of this University after the time at which he would have been required, had he been originally of this University, to attend the previous Examination, such person be required to attend that previous Examination which shall take place next after his becoming a resident member of this University.

15. That two Classes (each of them arranged alphabetically) shall be formed out of those examined—the first consisting of those who have passed their examination with credit, and the second of those to whom the Examiners have only not refused their certificate of approval.

16. That in case any one shall be prevented by illness, or any other sufficient cause, from attending the proper Examination of his year, a certificate of such illness or other cause shall be submitted by the Tutor of his College to the Vice-Chancellor and Proctors for the time being, for their approbation in writing.

17. That if any undergraduate shall absent himself from the proper examination of his year without having been already approved under the provisions of Regulation 28, or without having obtained the written permission of the Vice-Chancellor and Proctors, he shall not be allowed the Lent Term of that year.

18. That there shall be a second examination commencing on the second Monday in the Michaelmas Term of each year, for those who have been absent with the approval of the Vice-Chancellor and Proctors from the preceding Lent Examination, and for those who have not been approved by the Examiners at that Examination; and that such Second Examination shall be in the same

subjects as those of the preceding Lent Examination, shall be conducted by the same Examiners, and in a manner similar to that described in the preceding Regulations.

19. That on the first of October the Registry shall send to the Examiners a list of those Students who were absent from the Lent Examination with the approval of the Vice-Chancellor and Proctors.

20. That those who shall not have been approved at either the Lent or October Examination of their year, or who shall have been absent from both those Examinations, shall be required to attend the Lent Examination of the following year, subject to the same conditions as before; and that no degree of B.A., M.B., or LL.B., shall be granted unless a certificate be presented to the Council shewing that the candidate for such degree has passed, to the satisfaction of the Examiners, some one of these Examinations.

ADDITIONAL EXAMINATION of Candidates for Honours.

21. That there shall be additional subjects of Examination in Mathematics for those Students who intend to be candidates for honours in Mathematics, or Classics, or Law; and that no Student shall be admitted to Examination as a candidate for such honours, who has not passed an Examination in the said additional subjects to the satisfaction of the Examiners.

22. That the said additional subjects shall be the Elements of Euclid, Books iv. and vi.; the following elementary parts of Algebra, *viz.* addition, subtraction, multiplication, and division of simple algebraical quantities, and simple algebraical fractions, the elementary rules of ratio and proportion, easy equations of a degree not higher than

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the second, involving one or two unknown quantities, and questions producing such equations; and Elementary Mechanics treated so as not necessarily to require a knowledge of Trigonometry, *viz.* the composition and resolution of forces acting in one plane on a point, the mechanical powers, and the properties of the centre of gravity.

23. That the Examination in the additional subjects shall be conducted by printed papers, containing questions in Algebra, propositions in Euclid and in Mechanics, and such questions and applications as arise directly out of the said propositions.

24. That the Examination in the additional subjects shall be held as follows, *viz.* in Mechanics on the Thursday after the commencement of the general Previous Examination, from 9 till 12; in Algebra on the same day from 1 till 4, and in Euclid on the following day from 9 till 11½.

25. That the names of those Students who have passed the general Previous Examination, and have also passed the Examination in the additional subjects, to the satisfaction of the Examiners, shall be placed alphabetically in one class.

26. That there shall be a second Examination in the additional subjects every year at the time of the second general Previous Examination in the Michaelmas Term.

27. That those Students who, at the time of passing the Previous Examination, did not present themselves for Examination in the additional subjects, or were examined in the said additional subjects and not approved, shall be allowed to present themselves at any subsequent Examination in those subjects.

28. That the Previous Examination held in the Mi-

chaelmas Term shall be open not only to the Students specified in Regulation (19), but also to any Student who shall have kept two terms at the least, but who was not of sufficient standing to present himself at the preceding Lent Examination; provided that every Student not specified in Regulation (19) be required at such Examination to satisfy the Examiners in the additional subjects required of candidates for honours, as well as in those of the general Previous Examination.

UNIVERSITY EXPENSES.

Considerable misapprehension exists on this subject. From time to time instances have occurred of rash and ruinous extravagance, and the newspapers of the day are full of invectives against University misrule and juvenile depravity. But those who have been long resident in the Universities are aware that such cases are exceedingly rare, and perhaps the real wonder is that they occur so seldom. Large sums of money are often entrusted to those who have just emerged from School-boy life. The temptations to credit abound on every side. The young man is removed from immediate parental control, and it is difficult for College authorities to trace out and restrain the early steps that lead to extravagance or ruin. In spite of all this it may be asserted that undergraduates, as a whole, are neither reckless nor extravagant. It is very difficult to state with precision the amount of academical expenditure. There are varieties in the tone, the habits, the requirements of every College, as of every private family.

Much attention has been paid to this subject during the last twenty years, and many Colleges have made the most laudable exertions in reducing the amount of expenditure required.

The following Table may be found applicable to the various scales of expenditure

	Lowest Rate.	Medium.	Highest Rate.
	£	£	£
College bills - - - - -	72	92	115
Travelling expenses - - -	5	7	12
Pocket money - - - - -	10	22	38
Tradesmen's bills, including books - - - - -	39	56	81
	£126	£177	£246

These sums comprise only the expenses of the six months of actual residence in the University. It will be difficult to find any student whose rate of academical expenditure is not fairly represented by one or other of these estimates.

CAMBRIDGE UNIVERSITY EXPENSES; PAST AND PRESENT.

By the REV. WILLIAM EMERY, B.D.,

*Senior Fellow and Tutor of Corpus Christi College, Cambridge, Late
Senior Proctor, and one of Her Majesty's Preachers at Whitehall.*

Read before Section F of British Association, in October, 1862,
and printed in the Statistical Journal, for September, 1863.

[I am enabled to elucidate the subject more fully, by subjoining a valuable paper on the Expenses of the University of Cambridge, by Archdeacon Emery, placed at my disposal by the kind permission of the author. It is hoped that the indulgence which allows of its republication in this Pamphlet may tend to make the information which it contains more generally known.]

In early times before any colleges were founded at Cambridge, large numbers of students frequented the University for instruction. They lived at their own charges with the townsfolk or in houses presided over by a principal, and attended the lectures of professors and teachers who came from time to time amongst them.

It was not till A.D. 1257, that the first college, St. Peter's, was founded by Hugh de Balsham, who in the year 1280, when Bishop of Ely, endowed the college with

revenues for the support of a master, fourteen fellows, two Bible-clerks, and eight poor scholars.

According to the survey of this and other colleges in 1545 and 1546, by the commissioners, Drs. Parker, Redman, and May, each Bible-clerk was then allowed for commons and diet £2 4s. 4d., and we may fairly consider the expense of an ordinary student at that time to range from £2 to £2 10s. a-year.

In A.D. 1550, a Mr. Thomas Lever, when preaching at St. Paul's Cross against the covetousness and injustice of courtiers and others who had, as he declared, contrary to the king's intentions, filched the revenues which had formerly supported students, gives an interesting view of the state of the University and mode of life at this time:—"For before
"that you did begin to be disposers of the king's liberality
"towards learning and poverty, there was," he declares,
"in houses belonging to the University of Cambridge, two
"hundred students of divinity, many very well learned:
"which be now all clean gone, house and man, young
"toward scholars, and old fatherly doctors, not one of
"them left: one hundred also of another sort, that having
"rich friends, or being beneficed men, did live of them-
"selves in ostries and inns, be either gone away or else
"fain to creep into colleges and put poor men from bare
"livings. Those both be all gone, and a small number of
"poor, godly, diligent students now remaining only in
"colleges, be not able to tarry and continue their study
"for lack of exhibition and help. There be divers there
"which rise daily betwixt four and five of the clock in the
"morning, and from five until six of the clock use com-
"mon prayer, with an exhortation of God's word, in a
"common chapel, and from six unto ten of the clock use

“ either private study or common lectures. At ten of the clock they go to dinner, where, as they be content with a penny piece of beef amongst four, having a few porage made of the broth of the same beef, with salt and oat-meal, and nothing else.

“ After this slender dinner, they be either teaching or learning, until five of the clock in the evening, when as they have a supper not much better than their dinner. Immediately after the which they go either to reasoning in problems or unto some other study, until it be nine or ten of the clock, and there being without fire, are fain to walk or run up and down half-an-hour to get a heat on their feet when they go to bed.”

Passing on a century, there is a letter of Strype, when an undergraduate at Jesus College, written to his mother in 1662, which gives an idea of student life and expenses at that period.

Strype first of all explains that he paid 1 per cent. more for taking up his things than townspeople. “ Dr. Pearson paid so,” he writes, “ and several other lads in this college, and my tutor told me they would expect so much of me, being a scholar, and I found it so. Do not wonder,” he continues, “ so much at our commons; they are more than many colleges have. Trinity itself, which is the famoussest college in the University, have but three-halfpence.

“ We have roast meat, dinner and supper, throughout the week: and such meat as you know I had not use to care for: and that is veal: but now I have learned to eat it. Sometimes, nevertheless, we have boiled meat with pottage: and beef and mutton, which I am glad of, except Fridays and Saturdays, and sometimes Wednes-

“ days, which days we have fish at dinner and tansy or
 “ pudding for supper. Our parts are slender enough. But
 “ there is this remedy: we may retire into the butteries
 “ and there take a halfpenny loaf and butter or cheese: or
 “ else to the kitchen, and take there what the cook hath.
 “ But, for my part, I am sure, I never visited the kitchen
 “ yet since I have been here, and the butteries but seldom
 “ after meals, unless for a ciza, that is a farthingworth of
 “ small beer: so that less than a penny in beer doth serve
 “ me a whole day.

“ I have thoughts of a chamber which is a very hand-
 “ some one, and one pair of stairs high, and that looketh into
 “ the Master’s garden. The price is but 20s. per annum,
 “ ten whereof a knight’s son doth pay, so that I shall have
 “ but 10s. to pay a-year, besides my income, which may be
 “ about 40s. or thereabouts. At my first coming I laid
 “ alone, but since, my tutor desired me to let a very clean
 “ lad lay with me, and an alderman’s son, of Colchester,
 “ which I could not deny, being newly come: he hath laid
 “ with me now for almost a fortnight, and will do till he
 “ can provide himself a chamber.

“ We go twice a-day to chapel, in the morning about
 “ seven, and in the evening about five. After we come
 “ from chapel in the morning, which is towards eight, we
 “ go to the butteries for our breakfast, which usually is
 “ five farthings—an halfpenny loaf and butter, and a ciza
 “ of beer. But sometimes I go to an honest house near
 “ the college, and have a pint of milk boiled for my break-
 “ fast.”

Strype, it seems, went to London on horseback, which
 cost 10s.

Passing over another century, the expenditure in 1768

is found to have much increased. Tutorial fees were larger and private tutors were employed at the rate of £20 per annum. Attempts were also made by the Vice-Chancellor to build an amphitheatre for music and lectures, which were severely condemned by many on the ground that "the dissipation of the students needed no such public encouragement."

About this time efforts were made by Dr. Jebb and others to increase and extend University Examinations, which finally were successful, and may be considered to have led to the present system of competition for classes and prizes.

Fifty years later it is evident that a different class took advantage of the University, at least in larger numbers, from the numerous entries of noblemen and fellow-commoners at the various colleges, especially at St. John's. As a consequence, more expensive habits were introduced amongst the Students generally. The evidence of trustworthy witnesses affords no doubt that extravagance, intemperance, immorality, and lax discipline reached their height thirty or forty years ago.

Of late years there has been a manifest improvement in these and other respects. This is due to several causes, amongst which may be mentioned the improved condition of the examinations, the extra reading required for the professor's certificate from the pollmen, the more regular attendance at lectures, the shortening of the term of residence for the ordinary degree to two years and three-quarters, or nine terms of actual residence, the more frequent celebration of Holy Communion in the chapels, the introduction of college sermons, and, perhaps more than all, the increased interest which the men, year by year, take in religious work and healthful athletic sports.

A larger proportion of sober-minded, thoughtful, religious men come yearly into residence, and the riotous, careless, spendthrift set is much reduced in consequence.

The expense which Students of different classes now necessarily incur during three terms of residence each year and long vacation is as follows:—The estimates do *not* include private tuition, but *do* include college bills for instruction, commons, terminal payments, grocers' and booksellers' bills, travelling expenses to and from Cambridge, pocket money, and generally tradesmen's bills for personal expenditure and entertainments. For a very economical Student, £125; for one whose friends do not wish him to be separated from any reasonable enjoyment whilst avoiding extravagance, £250. The average annual outlay may be put down at £180. Many men do, however, by very great economy, pass through for £100 a-year; and if residence with friends in the town for much less.

If the Student is to obtain prizes, scholarships, or fellowship, or in many cases even to pass with credit, he must have a private tutor, whose fee for a term is £8, and for a long vacation £12. The employment of a private tutor will therefore add £24 or £36 to the average annual expense.

For deserving Students considerable aid is afforded by exhibitions, sizarships, and scholarships, which in almost all cases will suffice for a private tutor, and in some provide more than sufficient for the whole expense of the education.

The estimates which have been given agree with the evidence tendered to Her Majesty's Commissioners in 1850 and 1851.

In the report then published, it was stated that the necessary college expenses are already so small as to be inca-

ble of reduction, and that other expenses can only, or chiefly, be checked by judicious parents and guardians, and by careful oversight of tutors and others.

The evidence of the Master of Trinity College is well worthy of attention. "The expensiveness of Students at the University is in a great measure the act of the Students themselves, not in consequence of, but in spite of the measures taken by the University and by Colleges. The necessary college bills are everywhere small. The additional expenses incurred by Students, for dress, luxuries, entertainments, and amusements, may be very large, and are very difficult to control.

"The amount of such expenses depends very much upon the previous habits of the Students, as formed in their own families, and at the schools where they have been, and upon the conduct of their parents and friends. When a Student has been accustomed to expensive habits at home and at school, as is very often the case, it is very difficult to prevent such habits at college, where he is necessarily less closely and constantly subjected to control. Nor can it be proper to conceal the fact that the conduct of parents and friends very often greatly increases the difficulty of controlling the expenses of Students disposed to be extravagant. Such guardians of our young men, often though loud in their complaints of their extravagance and of the college and university authorities for not preventing it, are not ready to aid the authorities in enforcing measures really effectual for that purpose, either by making the payments of tradesmen's bills dependent upon there being a proper reserve in the credit given, or by removing from the University a Student when he shews a disposition to be extravagant, or

“ by pleading his minority in cases where this may be reasonable, or by assisting the authorities in other measures for controlling extravagant expense.”

There is no doubt that expensive habits are frequently brought by Students from the Public Schools, and form a serious obstacle to the growth of carefulness and frugality among the undergraduates. “ If boys cost £200 or £300 a-year at Eton or Harrow, they are not likely to live on less at Cambridge.”

A mass of evidence, touching the expenses of the undergraduate course, was presented to the Cambridge University Commission, and, as might be supposed, the estimates given differed widely. It was agreed by all that the necessary expenses of a University education, about £90 a-year, cannot be materially diminished, and that the other expenses must depend upon the vigilance of tutors, parents, and guardians.

What is economy in one man is extravagance in another, and therefore the total justifiable expenditure must be regulated by the private circumstances and means of the Student.

The difficulty of giving even an approximate estimate of the actual expenses of a Student from the tutor's accounts merely was well illustrated by a return to the Commissioners of the expenditure of 104 Students of Christ's College so far as known to the college authorities. The net returns for these 104 from time of entry till the B.A. degree, including eleven terms ($3\frac{1}{2}$ years) of actual residence, and one, two, or three long vacations, may be tabulated thus:— 16 were under £200, 12 under £300, 23 under £400, 18 under £500, 11 under £600, and 24 over £600. One return was only £155 11s. 6d., another £1,015 12s. 6d.

Probably in the one the Student paid for many things which in the other were defrayed through the tutor.

The late Master of St. John's wrote thus:—"The necessary expenses of the general classes of Students, from the time of entrance to that of taking the First Degree, may be estimated as follows:—nobleman £650, fellow commoner £485, pensioner £355, sizar £220." "It is difficult," he adds, "to give an accurate answer respecting the *actual* expenses. These for a diligent and prudent Student in each of the same classes, need not exceed the following estimates:—nobleman £1400, fellow commoner £1,050, pensioner £630, sizar £180. The actual expenses of many persons in each of these classes fall considerably below this estimate. No allowance for private tuition is included."

There can be no doubt that an allowance of from £200 to £300 a-year will enable a Student to pass most comfortably through the University with the assistance of a private tutor, and without other aid, as exhibitions, scholarships, &c.

No doubt this sum will prevent many from taking advantage of the benefits of an University education, but it certainly seems to point exclusively to this important fact—important for the nation as well as for individuals—that *an University education is within reach of large numbers who at present neglect to profit by it.*

It is possible the old Universities do not yet meet the varied educational wishes of the public. Many changes, however, have of late been introduced for this purpose, and new sciences and studies have obtained more consideration than formerly. Much, doubtless, remains to be done. Even the old schools of divinity, law, and physic (especially the two former) are not so flourishing as they ought to be,

and certainly demand very careful attention from the professors to render them worthy of modern requirements.

The social advantages of an University education cannot be denied or over-estimated.

The meeting on the common ground of studentship by the various ranks of social life has a most beneficial effect upon society generally, and helps to weld class with class whilst opening up honourable positions and emoluments for the deserving, whether rich or poor.

The expense of an University education might possibly, after all, be somewhat diminished, and perhaps will be by the late readjustment of college revenues. But be this as it may, much might be done to increase the number of Students, if the wealthier portion of the public would imitate more often the liberality of their forefathers, who, in days past, charitably bestowed of their goods to provide for poor scholars, and for the encouragement of sound learning and religious education at the colleges.

It appears granted on all sides that an unlearned non-university clergy would be a frightful calamity for the country; and if so, active measures should be taken to provide means for sending to our ancient Universities, from the public and private Schools of the kingdom, a sufficient supply of able young men at least for the wants of the Church.

The objection to increase of numbers of resident Students in the colleges, from moral considerations, or from fear of encouraging expensive thoughtless habits, is, in the main, void of solid foundation.

Residence in Cambridge for twenty years as Student and Tutor, and two years' experience of proctorial duties, once in 1851 as pro-proctor, and last year (1861-62) as

senior-proctor, enables the writer to assert with something like authority, that the dangers of an University life are greatly exaggerated. Amongst 1,600 or 1,700 young men drawn from the upper and middle ranks, there will always, of course, be found some who abuse their gifts and opportunities; but, as a rule, rioting, dissipation, and undue expenditure are restricted to comparatively few, and rather brought into Cambridge from some of our public Schools, than produced during residence in the University.

A learned principal of one of our collegiate establishments in the West of England has but stated the truth that the conduct and whole bearing of Cambridge Students contrasts favourably with that of an equal number of young men in London, Liverpool, and elsewhere.

It is impossible to test the moral condition of the Students by statistical reference to recorded punishment, for as a fact discipline is exercised rather in private than public. Severe punishments are seldom inflicted by formal sentence. If a Student is considered to deserve dismissal from college, his friends are generally requested to remove him permanently, or for a limited period. Such removals or rustications are, however, very rare. Without doubt the discipline in most of the colleges might be advantageously increased, especially in the case of Trinity College, where half the men, for want of sufficient college accommodation, are obliged to live in lodgings in various parts of the town.

The lodging-house system is in principle and practice bad, and no regulations can wholly prevent the evils which must ever, to some extent, follow from it. It would be well if colleges did not take more Students than they could accommodate. They might raise new build-

ings, or establish halls or hostels. At least they might agree to mass together as much as possible the lodgings, and put them under efficient supervision.

Both the proctorial and the lodging-house system are capable of manifest improvement, and there are indications that the authorities are more willing than formerly to consider this. All such improvement of internal administration will have a beneficial effect upon the men, and tend to lessen still more the temptations to idleness, sin, and extravagance, which, even at present, are small compared with other places and youths similarly circumstanced.

PUBLIC SCHOOLS COMMISSION.

The connexion between the Public Schools of England and the Universities is close and intimate. Some, like Eton and Winchester, form part of the same foundation with particular Colleges at Oxford or Cambridge; others, like Westminster and Merchant 'Taylors', have a different but almost equally close connexion with other academic foundations: all profess to give an education directly preparatory for the Universities, from which they draw the masters who instruct their boys, and the examiners who test their proficiency: all send up to Oxford or Cambridge a considerable proportion of their *alumni*. This intimate union between the Schools and the Universities has borne its natural fruits. We find at each place of education the same preference given to the same branches of study. The charges which are brought against the one system are made equally against the other; the merits which are found in the one exist, to a proportionate extent, in the other also. A brief sketch of the Public Schools seems, therefore, to claim a place in such an account as the present of our two Universities. In like manner, also, as there prevails at Oxford and Cambridge a system, the details of which differ at the two Universities, perhaps even at separate Colleges in the same University,

but its main features are found in equal vigour at both, so, while many particulars of the education at our large schools differ widely from each other, they have all many points (and those the most important) in common, and the general phrase "a Public School education," is a common and well-understood term. Into the merits or demerits of this system of education a searching inquiry has lately been made by Commissioners appointed by the Crown. Their attention was mainly directed to nine Schools, viz., Eton, Winchester, Westminster, Charterhouse, St. Paul's, Merchant Taylors', Harrow, Rugby, and Shrewsbury, and to these their Report is confined. The Report is a lengthy document, filling with the evidence four large blue books; but the recommendations on points of general interest may be briefly summed up. Of their discipline and moral training they speak in terms of high praise; but the course of study, which is pronounced "sound and valuable in its main elements," is found "wanting in breadth and flexibility." And the conclusion is that "these schools, in very different degrees, are too indulgent to idleness, or struggle ineffectually with it, and that they consequently send out a large proportion of men of idle habits and empty and uncultivated minds."

Here we have two serious charges—a too narrow range of study, and imperfect teaching of those subjects in which instruction is professed to be given. With respect to the former charge, however, it appears that all the subjects on which the Commissioners insist as a necessary part of education, are already taught (optionally, if not necessarily,) at several of the Schools, while others confine their attention to one or two branches of learning; and that most of the Schools have of late years made considerable advances in

the way of extending their field of study. Further information on this point is contained in Table C. in the Appendix. The general recommendations of the Commissioners on this subject are as follows :—

“ The classical languages and literature should continue to hold the principal place in the course of study.

“ In addition to the study of the classics and to religious teaching, every boy who passes through the School should receive instruction in arithmetic and mathematics ; in one modern language at least, which should be either French or German ; in some one branch at least of natural science ; and in either drawing or music. Care should also be taken to ensure that the boys acquire a good general knowledge of geography and of ancient history, some acquaintance with modern history, and a command of pure grammatical English.

“ The ordinary arithmetical and mathematical course should include arithmetic so taught as to make every boy thoroughly familiar with it, and the elements of geometry, algebra, and plane trigonometry. In the case of the more advanced students it is desirable that the course should comprise also an introduction to applied mathematics, and especially to the elements of mechanics.

“ The teaching of natural science should, wherever it is practicable, include two main branches, the one comprising chemistry and physics, the other comparative physiology and natural history, both animal and vegetable.

“ The teaching of classics, mathematics, and divinity should continue respectively during a whole or a substantial part of the time, and the study of drawing or music should continue during a substantial part, at least, of the time.”

With respect to the second accusation of imperfect teaching of those subjects to which the School course is at present confined, it is more difficult to estimate the degree in which the blame attaches to the several Schools. Returns of the honours lately gained at the Universities by pupils of all the Schools are indeed given, but these form a criterion of merit difficult to estimate correctly, and at the best uncertain. The general conclusion appears to be that (as might be expected) the idlest men come from the most expensive Schools, and that "the best scholars come from the old Public Schools, and those framed on their model." Returns have also been obtained with respect to the examinations for the army, from which it appears, 1st, that the success of the Public School men is above, not below, the average; and, 2ndly, that those who go up direct from their School succeed quite as well as those who leave School at an earlier age, and resort to a special teacher for more immediate preparation. But still the adverse verdict remains on record. The means recommended for stimulating industry and procuring a higher standard of attainments are, 1st, a strict examination, varying according to age, of every boy before his admission to the School, for the imperfect preparation (often the absolute ignorance) of the boys at their entrance, ties the hands of their masters and lowers the whole standard of intelligence; 2ndly, that the system of promoting whole forms at a time (where it exists) should be abandoned, and that no promotion should take place except on proof of qualification; and, 3rdly, that every boy should be necessarily removed who fails to attain to that position in the School to which his age entitles him.

Further information on many points of interest con-

nected with the several Schools will be found in the last three Tables in the Appendix. Of these Table A. gives the age of admission, the expense of education, (showing what charges are necessary and what optional,) and the pecuniary aids in the shape of exhibitions or scholarships to which the boys educated at each School have access. Wherever the Commissioners have made any recommendations bearing on these matters, the purport of them is given in a note; but it is obvious that such details are in many respects matters of private arrangement only, and that these recommendations can carry with them little or no authority, while they may reasonably be taken as indications of the direction which any future changes are likely to take. Their principal suggestion, that the charge for tuition should cover instruction in all branches of School learning, would, if carried out, give much satisfaction and remove the disappointment felt by many parents, who have found that the School charges, moderate enough at first sight, are at some Schools swollen to nearly double their original sum by "extra" items for teaching subjects which are now generally considered indispensable.

The second Table gives the same information as the preceding one, but for boys on the foundation of each School, and contains an additional column showing the qualifications or means of admission to each foundation. On this point the suggestions of the Report are likely to carry more weight. They are from their nature capable of being enforced by Act of Parliament, and from the turn which recent debates in the House of Commons have taken, it appears probable that another year will not be allowed to elapse without legislation on the subject.

The third Table is intended to show the importance

assigned at the several Schools to the various branches of the School *curriculum*. For this purpose a detailed account is furnished of the number of hours given to each subject during the week by two forms, the forms selected as the representatives being in each case the highest and that one where the average age of the boys is 15 years. An additional column is given containing the scheme prepared by the Commissioners as a model of what School education should comprise, and what proportion of time each subject would require.

It only remains to state that these Tables have been carefully compiled from the Report of the Commissioners and the statistics furnished at their request. No opinion is expressed as to the merits or demerits of any School, or the advisability of adopting the recommendations. To do so would be to exceed the scope of this publication, in which it is proposed not to attack or defend any existing institutions or proposed changes, but merely to reproduce, in a brief and intelligible shape, the conclusions of a tribunal which was established to fulfil, as it were, the functions of a supreme Court of Appeal.

1

Oxford.]
FIRST YEAR FOR PASS SCE

MONTHS OF RESIDENCE.		TERMS.	EXAMINATIONS.	
1	January ..	HILARY OF LENT begins Jan. 14, ends the day before Palm Sunday.	Responsions, 4th Monday in Lent.	SUBJE
2	February..			
3	March....	EASTER begins Wednesday after Easter, ends the Friday before Whit Sunday.	Finals, 3rd Thursday after Easter.	AMOUNT
4	April		Moderations, the day before Ascension Day.	
5	May	TRINITY OF ACT begins the day before Whit Sunday, usually ends the Saturday after the first Tuesday in July.	Responsions, 2nd Monday after Trinity Sunday.	<i>Virgil.</i> —T
6	June			The I cuti
7	July	} Long Vacation.		Any Æt
8	August ..			<i>Horace.</i> — (the wit
9	September			Satire Epist
10	October ..			<i>Juvenal.</i> — ii.,
11	November	MICHAELMAS begins 10th Oct., ends 17th Dec.	Finals, Oct. 24.	<i>Terence.</i> —
12	December .		Moderations, Nov. 20.	<i>Livy.</i> —A
			Responsions, Dec. 18.	<i>Sallust.</i> —
				<i>Cicero.</i> — agi the
				The
				Any
				Two
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				pu
				De A

SCHOOLS. (NO CLASS SCHOOLS.)

BOOKS REQUIRED.

Responsions. First Examination, "Little Go."

(May be passed at the first opportunity after matriculation, and even—with permission—before residence begins.)

- RTS.—1. Latin and Greek Grammar, Translation into Latin Prose.
 2. One Latin and one Greek Author.
 3. Arithmetic.
 4. { Euclid, Books i. and ii., or
 { Algebra, to Simple Equations inclusive.

OF WORK EXPECTED. (In other Authors a similar amount would be expected.)

LATIN.

the Georgics, or,
 Bucolics, with any three consecutive books of the Æneid, or,
 five consecutive books of the Æneid.
 Any three books of the Odes (Epodes counting for one),
 de Arte Poetica.
 , with de Arte Poetica.
 es, with de Arte Poetica.
 The whole, except Satires vi., and ix.
 Any three Plays.
 y three consecutive books.
 Bell. Jugurth., and Catil.
 Any two consecutive Orations against Verres, the Divinatio and first Actio counting for one only.
 ur Orations against Catiline.
 her four Orations.
 ooks of the De Officiis.
 ooks of the Tuscul. Disputationes.
 icitia and De Senectute.

GREEK.

Homer.—Any five consecutive Books.
The Dramatists.—Any two Plays of the same author.
Herodotus.—Any two consecutive books in vol. i., or any three in vol. ii.
Thucydides.—Any two consecutive books.
Xenophon's Anabasis.—Any four consecutive books.

2

The following are the existing Colleges and Hall

	NAMES.	DATE OF FOUNDATION.	FOUNDERS.	
1	UNIVERSITY COLLEGE	1253	William of Durham	The Queen
2	BALLIOL COLLEGE	Between 1263 and 1268	John Balliol, of Bernard Castle, and Devorguil his wife	Bishop of
3	MERTON COLLEGE	1264, removed to Oxford, 1272	Walter de Merton, Bishop of Rochester	Archbishop
4	EXETER COLLEGE	1314	Walter de Stapleton, Bishop of Exeter	Bishop of
5	ORIEL COLLEGE	1326	Adam de Brome	The Queen
6	QUEEN'S COLLEGE	1348	Robert de Eglesfield	Archbishop
7	NEW COLLEGE	1386	William of Wykeham, Bishop of Winchester	Bishop of
8	LINCOLN COLLEGE	1427	Richard Fleming, Bishop of Lincoln	Bishop of
9	ALL SOULS COLLEGE	1437	Henry Chichele, Archbishop of Canterbury	Archbishop
10	MAGDALEN COLLEGE	1458	William of Waynflete	Bishop of
11	BRASENOSE COLLEGE	1509	Wm. Smith, Bishop of Lincoln, and Sir Richd. Sutton, Knt.	Bishop of
12	CORPUS C. COLLEGE	1516	Richard Fox, Bishop of Winchester	Bishop of
13	CHRIST CHURCH	1525	Cardinal Wolsey, suspended by Hen VIII., & re estab. 1592	The Queen
14	TRINITY COLLEGE	1554	Sir Thomas Pope, Knt.	Bishop of
15	ST. JOHN'S COLLEGE	1555	Sir Thomas White, Knt.	Bishop of
16	JESUS COLLEGE	1571	Hugh Price, LL.D., Treasurer of St. David's	Earl of Po
17	WADHAM COLLEGE	1613	Nicholas Wadham, Esq., and Dorothy his wife	Bishop of
18	PEMBROKE COLLEGE	1644	Thomas Tesdale, Esq., and Richard Wightwick, B.D.	Chancellor
19	WORCESTER COLLEGE	1714	Sir Thomas Cookes, Bart.	Bishops of Worcester Chancellor
20	ST. MARY HALL	1333	, ...	Chancellor
21	MAGDALEN HALL	1487		Ditto
22	NEW INN HALL	1438		.
23	ST. ALBAN HALL	About 1550		.
24	ST. EDMUND HALL	About 1269		.

at OXFORD, in the order of their foundation :—

VISITORS.	ON THE FOUNDATION.	MEMBERS IN 1864		PATRONAGE ADVOCATES
		OF THE CONVO- CATION	TOTAL ON THE BOOKS.	
	Master, 13 Fellows, 14 Scholars, and 6 Exhibitors	176	325	10
London	Master, 11 Fellows, 13 Scholars, and a considerable number of Exhibitors; 10 from the University of Glasgow	205	316	19
of Canterbury	Warden, 20 Fellows, 14 Postmasters, 4 Scholars, 2 Chaplains, and 2 Clerks	91	201	18
Exeter	Rector, 19 Fellows, and 22 Scholars and Exhibitors	359	633	16
	Provost, 18 Fellows, and 9 Scholars	201	332	13
of York	Provost, 17 Fellows, 8 Tabernacles, 7 Scholars, 14 Exhibitors, &c.	161	289	27
Winchester	Warden, 42 Fellows, 31 Scholars, 6 Chaplains, 8 Scholars, an Organist, and 16 Choristers	133	244	41
Lincoln	Rector, 12 Fellows, and 18 Scholars	123	188	11
of Canterbury	Warden, 40 Fellows, 1 Chaplain, and 4 Bible Clerks	120	151	17
Winchester	President, 40 Fellows, 34 Demies, Schoolmaster, Usher, 4 Chaplains, Organist, 8 Clerks, and 16 Choristers	162	303	38
Lincoln	Principal, 20 Fellows and Scholars	275	510	54
Winchester	President, 20 Fellows, 29 Scholars, 2 Chaplains, and 7 Exhibitors	92	227	22
	Dean, 7 Canons, 104 Students, 7 Chaplains, Organist, 8 Singing Men, and 8 Choristers	149	886	91
Winchester	President, 20 Fellows, 13 Scholars, and 3 Exhibitors	222	330	10
Winchester	President, 54 Scholars, Chaplain, Organist, 6 Singing Men, and 8 Choristers	262	425	32
Exeter	Principal, 18 Fellows, 16 Scholars, and nearly 30 Exhibitors	102	197	20
Bath and Wells	Warden, 15 Fellows, 18 Scholars, 2 Chaplains, 2 Clerks, and a number of Exhibitors	209	331	13
of the University	Master, 15 Fellows, and 29 Scholars and Exhibitors	155	273	7
of Oxford and Vice-Principal of University of the University	Provost, 20 Fellows, 16 Scholars, 3 Exhibitors, and 2 Bible Clerks	209	293	10
	Principal, 4 Scholars, and 1 Exhibitor	50	85	..
	Principal, Vice-Principal, 8 Scholars, and 4 Exhibitors	162	279	..
	Principal	17	41	..
	Principal and Vice-Principal	8	37	..
	Principal, Vice-Principal, and 10 Exhibitors	35	66	..
		3685	6862	..

8

Oxford.]

SECOND YEAR F

MONTHS OF RESIDENCE.		TERMS.	EXAMINATIONS.	
13	January ..	HILARY or LENT be- gins Jan. 14, ends the day before Palm Sunday.	Responsions, 4th Monday in Lent.	SUBJE
14	February..			
15	March....	EASTER begins the Wednesday after Easter, ends the Friday before Whit Sunday.	Finals, 3rd Thursday after Easter.	
16	April		Moderations, the day before Ascension Day.	
17	May	TRINITY or ACT be- gins the day before Whit Sunday, usu- ally ends the Sa- turday after the first Tuesday in July.	Responsions, 2nd Monday after Trinity Sunday	C Michael each Car the Gree and a Po
18	June			
19	July			
20	August ..			
21	September	Long Vacation.	Finals, Oct. 24.	1. Soph F 2. Dem li 3. Hon 4. Den
22	October ..			
23	November	MICHAELMAS begins 10th Oct., ends 17th Dec.	Moderations, Nov. 20.	
24	December .		Responsions, Dec. 18	

NR PASS SCHOOLS.

BOOKS REQUIRED.

Moderations. FIRST PUBLIC EXAMINATION.

(Cannot be passed before the seventh term from matriculation.)

- RTS.—1. Latin and Greek Grammar, Latin Prose.
2. One Latin and one Greek Author at the least, of which one must be a Poet and the other an Orator, and not the same as taken at Responsions.
3. Four Gospels, in Greek.
4. Logic, *or*
5. { Three books of Euclid, and
Algebra, as far as easy Quadratics.

MINIMUM OF WORK EXPECTED.

Candidates who shall offer themselves at the First Public Examination in the Term 1864, or Easter Term 1865, are requested to take notice that a Candidate, if he does not offer himself for Honours, is required, in selecting a Greek and Latin Book in which he wishes to be examined, to select an Orator from the following List :—

GREEK.

Æschylus—Æd. Rex. Ajax, Agamemnon, Philoctetes.
Æschines—Olynthiacs and Philippics.
Homer—Iliad I.—VI.
Æschines—De Corona.

LATIN.

1. *Virgil*.—Æneid I.—VI.
2. *Cicero*.—In Catil. and Pro Murena.
3. *Horace*.—Odes B. I.—III. and Epistles, B. I. & II.
4. *Juvenal*.—(omitting Satires 2, 6, 9.)

Those who intend to take Honours in the Final Examination in one School must offer a third Book at Moderations, which may be a Poet, Orator, or Historian, and must be of the usual length, *e. g.*, 2 Books of Herodotus or Thucydides, 3 Books of Livy or Tacitus.

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Oxford.]

THIRD YEAR F

MONTHS OF RESIDENCE.		TERMS.	EXAMINATIONS.	
25	January ..	HILARY or LENT begins Jan. 14, ends the day before Palm Sunday.	Responsions, 4th Monday in Lent.	CLASSICAL. (V h It ty E
26	February..			
27	March....	EASTER begins the Wednesday after Easter, ends the Friday before Whit Sunday.	Finals, 3rd Thursday after Easter.	SUBJECTS.—D 1. Fou 2. His 3. The 4. Evi
28	April		Moderations, the day before Ascension Day.	
29	May	TRINITY or ACT begins the day before Whit Sunday, usually ends the Saturday after the first Tuesday in July.	Responsions, 2nd Monday after Trinity Sunday.	Candidates selves at the Se Literis Human 1864, or East notice that eac offer himself f selecting the which he wish a Philosopher following List
30	June			
31	July			
32	August ..			
33	September			
		Long Vacation.		
34	October ..	MICHAELMAS begins 10th Oct., ends 17th Dec.	Finals, Oct. 24.	1. Plato.— 2. Herodo 3. Plato.— 4. Aristot cha wit
35	November		Moderations, Nov. 20.	
36	December		Responsions, Dec. 18.	N.B.—Th Michaelmas T 1866, is, that t Plato are subst and Phædo.

ER PASS SCHOOLS.

BOOKS REQUIRED.

" FINALS," SECOND PUBLIC EXAMINATION.

I.

Which every one must pass before can present himself in any other. cannot be passed before the fifth Term—eleventh if that be later.)

Trinity:

Gospels and Acts, in Greek. Story of O. and N. Testaments. xxxix. Articles. Principles of Religion.

also who shall offer themselves for the Second Public Examination in Trinity Term 1865, should take the Candidate, if he does not for Honours, is required, in Greek and Latin Book in to be examined, to select and an Historian from the

LATIN.

—Annals I.—IV.
—De Officiis.
—Hist. I.—IV.
XXI.—XXIV.

GREEK.

Apology, Crito, Phædo.
—VII.—IX.
Repub. I.—IV.
—Ethics, Bks. I. (omitting 6.) II., III., IV., together with chaps 6—8 of B. X.

only change in this List for Term, 1865, and Easter Term, Gorgias and Protagoras of Plato for the Apology, Crito,

II.

(May be passed at the first opportunity after No. I.)

a	b	c
MATHEMATICS.	NATURAL SCIENCE.	LAW AND MODERN HIST.
<i>Euclid.</i>— First six books, or <i>Algebra</i>, up to Quadratic Equations, Indeterminate Equations, Ratio, and Variation, Progressions, Permutations, and Combinations, Binomial Theorem, Continued Fractions.	The principles of two out of these three branches of Nat. Science: Mechanical Philosophy, Chemistry, Physiology; and further, in some one of the particular Sciences dependent on Mechanical Philosophy, viz.— Mechanics, Hydrostatics, Pneumatics, Sound, Light, Heat, Electricity, and Magnetism.	<i>Either</i> English History from the Conquest to the accession of Henry viii. together with that part of English Law which relates to Things Real; <i>or</i>, English Hist. from the accession of Henry viii. to the death of W^m iii., together with that part of English Law which relates to Things Personal. — Smith's "Wealth of Nations," or some approved work on Political Economy may be substituted for either portion of English History, and Roman Law for either portion of English Law.

5

SCHOOL OF NATURAL SCIENCE.*Books recommended—***1. Mechanical Philosophy.**

Golding Bird's and Brooke's Manual of Natural Philosophy, or Walker's Text Book of Mechanical Philosophy, with Miller's Chemical Physics.

Janin's Cours Élémentaire de Physique, vols. i., ii., & iii.

Müller—Pouillet's Lehrbuch der Physik, vols. i., ii., & iii.

2. Chemistry.

Miller's Elements of Chemistry, Theoretical and Practical, vols. i., ii., & iii. (Last edition.)

Odling's Manual of Chemistry, Descriptive and Theoretical.

Fresenius' System of Instruction in Qualitative Chemical Analysis. (Last edition.)

Conington's Handbook of Chemical Analysis (adapted to the Unitary System).

3. Physiology.

Carpenter's Principles of Comparative Physiology.

“ Principles of Human Physiology.

Todd & Bowman's Physiological Anatomy.

The Three Volumes on Organic Nature, in Orr's Circle of the Sciences.

Kölliker's Handbook of Human Histology.

Kirke's Handbook of Physiology.

Carpenter's Manual of Physiology.

Milne Edwards's Zoology.

Agassiz & Gould's Comparative Physiology.

CLASS SCHOOLS.

SCHOOL OF LAW AND MODERN HISTORY.

For HONOURS, the subjects of Examination are,—Modern History, as far as the year 1789, and Jurisprudence ; one of the two portions of English Law (see History School in Pass Schools) or Roman Law, or both. Candidates who do not bring in both Roman and English Law must bring in International Law or some approved work on Political Economy.

Books commonly brought in—

For 1st Period.

Lingard's History of England.

Hallam's Middle Ages.

Gibbon, from Chapter 38.

Milman's Latin Christianity, Gregory VII.,—Innocent III., with Book xiv.

Candidates for the highest Honours are expected also to bring in two of the three following original Authors :—Philip de Comines, Joinville, William of Malmesbury. These must be studied carefully, and compared with approved modern writers, as Sismondi or Lappenberg.

For 2nd Period.

Hume's History of England.

Hallam's Constitutional History.

Robertson's Charles V., or Mill's British India, Books i.—vi.

Ranke's History of the Popes.

Sismondi, Louis XIV, 1643—1715.

As an original Author, Clarendon's Rebellion compared with Rushworth and Whitelock. For this may be substituted the History of the Mogul Power in India, and of the European Settlements there, that is, the period from Baber to Warren Hastings.

N.B.—All Candidates for Honours who read English Law will be expected to bring up the following portions of Stephen's Commentaries :—Bk. II., Part I., Chaps. i.—xv., and Chap. xx. § 1, 2 ; Bk. II., Part II., Chaps. i., vii., and the Conclusion ; Book IV., Part I. It will be at their option to add the general Introduction to the Commentaries and Smith on Contracts. The whole will be considered as equivalent to the Institutes of Justinian and Wheaton's Elements.

4

Oxford.]

**FIRST PUBLIC EXAMINATION, "Moderations."
CLASS SCHOOLS.**

CLASSICS. (FOR HIGHEST HONOURS.)

- 1.—Deeper Questions in Philology and Criticism. No particular Books taken in.
- 2.—Translation into Latin Prose and Verse, and Greek Prose and Verse.
- 3.—Logic. *Aldrich* is the Text-book, but other Books must be read, under the guidance of the College Tutors.
- 4.—Four Latin and Four Greek Authors, of which

I.— <i>Homer</i> .—Twelve consecutive books	} De Corona and In Ctesiphontem, or an equal quantity	} are necessary.
II.— <i>Demosthenes</i> , or <i>Dem.</i> and <i>Æschines</i> —		
III.— <i>Virgil</i> .—The whole		
IV.— <i>Cicero's</i> Orations.—		
	The Verrines or Philippics, or an equal quantity.	

For the other Two Latin and Two Greek Authors, those most commonly chosen are—

Sophocles.—Five Plays. *Aristophanes*.—Four Plays.
Æschylus.—Four Plays. *Thucydides*.—Four Books.
Horace.—The whole. *Juvenal*.—The xiii. Satires.
Tacitus.—The Histories or Annals (Six books.)

- 5.—The original language and substance of the Four Gospels.

N.B.—The Moderators do not accept Catullus as a whole book without the addition of Propertius, nor Theocritus without the addition of *either* the Olympian and Pythian Odes of Pindar *or* Hesiod. Hesiod is not accepted as a book by itself.

Those who read only for a Second or Third Class, may take in fewer books,—say, three of each language; may substitute for verses, extra translations from unseen passages.

The Paper Examination extends over five days, or ten sittings; of which the first is devoted to Logic, four more to the Four species of Composition, a sixth to the Critical Paper, the remaining four to the translation and explanation of the Books. After the conclusion of these five days, each Candidate, by himself, is examined publicly, for about three-quarters of an hour, in the Greek Gospels and some one of his Classical subjects.

MATHEMATICS.

There is no "Pass" Examination in this School. Candidates for Honours are examined in the same Term in which they pass the Classical Examination. The work for a First Class is Pure Mathematics, up to Integral Calculus, and the Calculus of Finite Differences, inclusive.

SECOND PUBLIC EXAMINATION, "Finals." PASS AND CLASS SCHOOLS.

I.	II.		
CLASSICS.*	a MATHEMATICS.	b NATURAL SCIENCE.	c LAW & MODERN HISTORY.
Candidates for honours must bring in eight books: four Historical, four Philosophical. The following are the most usual:— <i>Aristotle</i>.—Ethics. <i>Plato</i>.—The Republic. <i>Herodotus</i>.—The whole. <i>Thucydides</i>.—The whole. <i>Isidore</i>.—Ten consecutive books. <i>Caesar</i>.—Six books of the Annals, or all the Histories. <i>Bacon's Novum Organum</i>, b. i. <i>Butler's Sermons</i>, or Analogy. Some other book of Aristotle is often substituted for one of these two last.	The subjects range over Mixed, as well as Pure Mathematics. Candidates usually bring in— Mechanics, including Dynamics of Material Systems, Hydro-Mechanics, Optics, Astronomy.	The Sciences of Geology, Physical Geography, Botany, Zoology, Mineralogy, are regarded as falling under one of the three branches of Natural Science.	Modern History, as far as 1789. Jurisprudence,—especially English Law. Either Civil or International Law. Adam Smith's Wealth of Nations, with McCulloch's Notes. Original Authors bearing upon the Period compared with approved Modern Works.
* N.B.—These books must be studied with reference to their subject matter. Papers are set—1st, on Greek and Roman History, requiring, besides the original Authors here specified, a knowledge of the most approved modern works, as Niebühr, Arnold, Thirlwall, and Grote. 2nd, on Logic and Political and Moral Philosophy; the Papers bearing mainly on the books of Aristotle, Plato, Bacon, and Butler, as mentioned above.			

The following are the existing Colleges in

	NAMES.	DATE OF FOUNDATION.	FOUNDERS.	VISIT
1	ST. PETER'S COLLEGE	1257	Hugh de Balsham, Bishop of Ely	Bishop of Ely
2	CLARE COLLEGE	1326	Elizabeth de Burgh	Chancellor and sons appoin of the Sena The Queen
3	PEMROKE COLLEGE	1347	Countess of Pembroke	
4	GONVILLE AND CAIUS COLLEGE	1348	Edmund Gonville; increased by John Caius in 1558	Master of Co Senior Doc and Maste Hall
5	TRINITY HALL	1350	W. Bateman, Bishop of Norwich	Lord High C
6	CORPUS CHRISTI COLLEGE	1352	The Brethren of two Cambridge Guilds	Vice-Chancell Senior D.D dinary case Bishop of Lin
7	KING'S COLLEGE	1441	Henry VI.	
8	QUEENS' COLLEGE	1448 1465	Margaret of Anjou Elizabeth Woodville, consort of Edward IV.	The Queen
9	ST. CATHARINE'S COLL.	1473	Robert Woodlark, D.D.	The Queen
10	JESUS COLLEGE	1496	John Alcock, Bishop of Ely	Bishop of Ely
11	CHRIST'S COLLEGE	1456 1505	Henry VI. Countess of Richmond and Derby	Vice-Chancell Senior D.D
12	ST. JOHN'S COLLEGE	1511	Countess of Richmond and Derby	Bishop of Ely
13	MAGDALENE COLLEGE	1519	Baron Audley	Possessor of
14	TRINITY COLLEGE	1546	Henry VIII.; augmented by Mary	The Queen
15	EMMANUEL COLLEGE	1584	Sir Walter Mildmay	In some cases cellor and D.D.; in o of Christ's nior D.D.
16	SIDNEY-SUSSEX COLL.	1598	Countess of Sussex	Sir J. S. Sidn
17	DOWNING COLLEGE	1800	Sir George Downing, bart.	Lord High C
	Members of the Senate } not on the Coll. Boards }	..		. .

The above are taken from the Cambridge Calendar for

CAMBRIDGE, in the order of their foundation:—

OFFICERS.	ON THE FOUNDATION.	MEMBERS IN 1864		PATRONAGE	
		OF THE SENATE.	TOTAL ON THE BOARDS.	ADVOWSONS.	SCHOOLS.
	Master, 14 Fellows at the least, and 23 Scholars at the least	165	241	11	1
and two Per- ed by grace	Master, 8 Senior, 9 Junior Fellows, 24 Scholars, and 7 Exhibitors	150	230	17	..
	Master, 14 Foundations and 2 Bye Fellows, 24 Scholars, and 2 Exhibitors	91	143	12	..
pus Christi, or in Physic, of Trinity	Master, 12 Senior and 18 Junior Fellows, 38 Scholars, 2 Exhibitors, and 4 Medical Students	293	497	33	1
ancellor	Master, 13 Fellows, 3 Studentships-in-Law, 16 Scholars at present, and 2 Exhibitors	107	275	8	..
or and two ; in extraor- the Queen coln	Master, 12 Fellows, 52 Scholars, and 8 Exhibitors	200	344	11	..
	Provost, 46 Fellows at the least, and 48 Scholars at the least. (The new Statutes not yet in force)	113	145	38	..
	President, 14 Foundation Fellows, 1 Bye Fellow, 14 Scholarships at least, (at present 17,) and 5 Exhibitors	162	259	11	..
	Master, 9 Fellows, 23 Scholars, and 1 Sizar	136	203	4	..
	Master, 16 Fellows, 37 Scholarships and Exhibitions	150	252	16	..
r and two	Master, 15 Fellows, 29 Scholars, 6 Exhibitors, and 4 Divinity Studentships	241	399	16	..
	Master, 56 Fellows, 60 Foundation Scholars, 1 Divinity Studentship, 1 Hebrew Scholarship, 8 Minor Scholars, besides the Wood's, How's, and other Exhibitions	960	1489	50	6
ndley End	Master, 4 Foundation and 13 Bye Fellows, and 50 Scholars	126	204	7	..
	Master, 60 Fellows, 72 Scholars, 18 Minor Scholars, (6 elected yearly) 16 Foundation Sizar, and 18 Exhibitors	1772	2804	63	4
Vice-Chan- to Senior rs, Master d two Se-	Master, 12 Fellows, 2 Dixie Fellows, 24 Foundation Scholars, 9 other Scholarships, and some small Exhibitions consolidated	250	393	22	3
bart.	Master, the number of Scholars to be double the number of Fellows, 9 Fellows at least, 18 Foundation Scholars, 21 other Scholarships, and 10 Exhibitions	77	149	8	..
tellor	Master, 8 Fellows, — Scholars, — Minor Scholars. (The numbers not yet fixed.)	46	80	1	..
.	.	120	120	..	..
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